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ABSTRACT

Convened to review earlier studies on national development strategies and on the region's future and to discuss the emerging trends in scenarios of the future and perspectives for the future in the Asia-Pacific region, this UNESCO seminar was attended by: (1) principal authors of studies on national development strategies; (2) scholars engaged in the preparation of regional scenarios of the future in different areas of UNESCO's competence; (3) some of the researchers preparing Country Monographs on Review of the Studies on the Year 2000; and (4) other scholars from academic institutions as well as representatives from other agencies within the United Nations System. There are four main sections to this report: (1) Review of Development Experiences; (2) Studies on the Year 2000; (3) Threads Together: Overview of Discussion; and (4) Concluding Session. Four appendices include: (1) speeches at opening and closing sessions; (2) agenda; (3) time table; and (4) list of participants and observers. (DB)

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REGIONAL RESEARCH SEMINAR

under Major Programme – I
Reflection on World Problems
and Future-Oriented Studies

20 - 24 July 1987
Bangkok, Thailand

SD 030 385

REPORT

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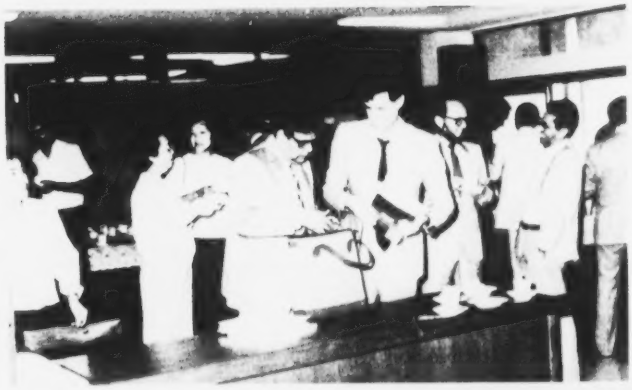
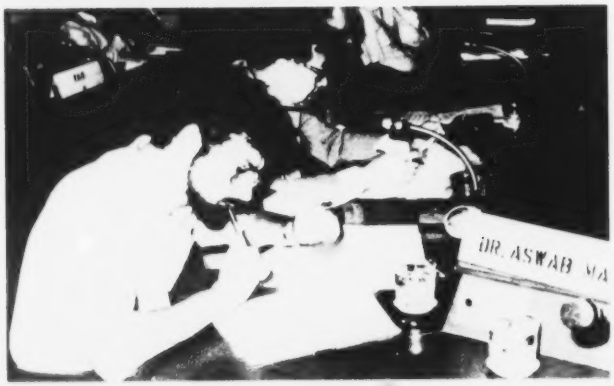
REGIONAL RESEARCH SEMINAR
ON
PERSPECTIVES ON ASIA'S FUTURE

UNESCO
REGIONAL RESEARCH SEMINAR




DR. ASWAB

ONE

INTRODUCTION

In accordance with the Programme and Budget approved by the General Conference at its Twenty-Third Session (Document 23 C/5 approved, para 01308), UNESCO, through its Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP) organized a Regional Research Seminar (Category VI) on *Perspectives on Asia's Future* at the UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, from 20 through 24 July 1987. This seminar was convened under UNESCO's Major Programme I, which relates to "*Reflection on World Problems and Future Oriented Studies*".

The Seminar was attended by : i) principal authors of the studies on national development strategies, ii) scholars engaged in the preparation of regional scenarios of future in different areas of UNESCO's competence; iii) some of the researchers currently preparing Country Monographs on Review of the Studies on the Year 2000, and (iv) some other scholars from academic institutions as well as representatives from other agencies within the United Nations System. As many as 18 scholars and researchers participated in the Seminar in their personal capacity. In addition, 10 persons attended as observers; these included, among others representatives of UNDP, ESCAP, UNEP, FAO, ILO and SEAMES. The meeting was also attended by two staff members from the Headquarters (BEP), and a consultant engaged to coordinate a set of studies under this Programme. In total, 40 persons were present at the Seminar. The list of participants, observers, and members of the UNESCO secretariat who attended the meeting, is given in Appendix IV.

The Seminar was convened to :

i) review the studies earlier commissioned to assess national development strategies and to survey the literature on the region's future;

ii) discuss the emerging trends in scenarios of future and perspectives for future in the Asia-Pacific region; and

iii) assist UNESCO Secretariat in the preparation of regional synthesis of various studies to draw out implications for future work in the areas of UNESCO's competence.

The Seminar adopted the following agenda :

Item 1. Opening of the Meeting

Item 2. Review of Development Strategies : Country Case Studies

Item 3. Country Scenarios of Future

Item 4. Regional Scenarios of Future (Education, Women and Youth, Environment, Communication, etc.)

Item 5. General Discussion on Emerging Trends in Development Thinking

Item 6. Suggestions for Future Work

Item 7. Adoption of the Report

Item 8. Closure of the Meeting

Mr John Beynon, Acting Deputy Director of PROAP, conducted the opening session. In his "Introductory Remarks, Dr Yogesh Atal, Regional Adviser for Social and Human Sciences in Asia and the Pacific explained the context and purpose of the Seminar.

Referring to the several scenarios of the future of their respective countries, and of the region, depicted by Asian social scientists, Dr Atal said that some of them give hopes while others raise warning signals. The review of experiences of development suggests that "local and national development cannot be assured by a single replicative paradigm". There is, thus, a need for creative thinking. He opined that while proposals for desirable future are welcome, we must anticipate the plausible futures of different societies and adjust our strategies to face them. In thinking about future, he made a plea for a fresh attempt "to identify those aspects that will continue to persist, those which will grow in magnitude and variety, and those which may arrive without anticipation". He believed that "the future of the world would consist of several futures of individual countries ... It is the futures -- in plural, that we have to confront."

This meeting, he said, was "to take stock of how the future is anticipated and identify the actions that are required to prepare ourselves and the coming generations to enter it".

The meeting was then inaugurated by Dr Makaminan Makagiansar, Assistant Director-General for Coordination of UNESCO activities in Asia-Pacific region, and Director of UNESCO's Principal Regional office for Asia and the Pacific. Dr Makagiansar began by conveying the greetings of the Director-

General of UNESCO. Alluding to UNESCO's work under Major Programme-I, devoted to Reflection on World Problems and Future Oriented Studies, he said that the present seminar was "the first of its kind so far organized in the Asia-Pacific Region". The aim of the various studies commissioned in Asia -- as part of major Programme-I and which are to be discussed at this seminar -- is to consolidate the various ideas and findings in regard to the results of development and trends of cultural and social changes with a view to working out their implications in the Organization's spheres of competence. The findings of this project, he added, would enable UNESCO to inventorize various scenarios of alternative futures.

Reviewing the major socio-economic issues and population trends in the region, Dr Makagiansar alerted that the world of tomorrow will be more and more characterized by a wide range of dichotomous situations and crises deriving from the increasing complexity and interdependence of the world social, economic and cultural systems. Among others, he pointed out the importance of the claim for cultural identity as against the tendency towards cultural uniformity. This claim for cultural identity is the manifestation of a demand for self-reliance in which each society continually creates itself, while welcoming, assimilating, and transforming contributions received from elsewhere.

After the Inaugural Address, the meeting was adjourned for tea.

After the tea break, Mr Pierre Weiss, Programme Officer of the Bureau of Studies and Programming briefly introduced the regional project. The Major Programme-I, entitled "Reflection on world problems and future oriented studies", Mr Weiss said, is both a *forum* for different currents of thought to meet and exchange their views and an instrument contributing to the planning process of the Organization's activities. Major Programme-I has been conceived to fulfill three tasks : one, as an observatory of the international reality; two, as a forum of reflection and a `think tank'; and finally, as a planning instrument for the activities of the Organization. It is in this respect that this Major Programme is aimed at identifying emerging trends as well as challenges and conceivable solutions to world problems in UNESCO's fields of competence. During this meeting, Mr Weiss said, third dinstict projects will be discussed : the first -- coordinated by Mr Ngo Manh Lan, has produced nine studies for the meeting. The second and three projects have been implemented under the responsibility of the UNESCO Regional Adviser for Social and Human Sciences in Asia and the Pacific. They concentrate, on one hand, on specific future-oriented themes and, on the other hand, on the prospective literature existing in each of the states of the region.

Perspectives on Asia's future

The floor was then taken by Mr Ngo Manh Lan, Professor at the Institut des Sciences Mathematiques et Economiques Appliquees (ISMEA), Paris, to explain the project coordinated by him. In his brief presentation of the overall background of the project, Mr Lan emphasized that the main purpose of this exercise was to promote the sharing of knowledge and research capacities among Asian scholars working together on common development goals. The text of his statement is given in Appendix I.

The meeting constituted the following Bureau for transacting the business of the Seminar :

Chairpersons for various sessions

1. Dr (Ms) Hema Goonatilake	(Sri Lanka)
2. Dr Sung-Chick Hong	(Republic of Korea)
3. Dr Iqbal Narain	(India)
4. Dr Jose R. Vivencio	(The Philippines)
5. Dr Trevor Barr	(Australia)
6. Dr (Ms) P. Licuanan	(Philippines)
7. Dr J.E. Jayasuriya	(Sri Lanka)

Rapporteurs

1. Dr Achal Mehra	(AMIC)
2. Dr Syed Husin Ali	(Malaysia)
3. Ms Yoko Kitazawa	(Japan)
4. Dr A. Bose	(India)
5. Dr Rais Ahmed	(India)

Dr Yogesh Atal, Regional Adviser for Social and Human Sciences in Asia and the Pacific, served as the Secretary of the Meeting.

TWO

REVIEW OF DEVELOPMENT EXPERIENCES

I. *PREAMBLE*

UNESCO commissioned, in 1986, a series of studies focussing on issues connected with national development and growth. These are being coordinated by Professor Ngo Manh-Lan. These studies covered countries of South Asia, Malaysia and Singapore, Indonesia, the Philippines, Thailand, Japan, and the People's Republic of China. Barring Indonesia, the first drafts of all other studies were received by the secretariat.

For discussion of these draft reports, principal authors of various studies were invited at the Seminar so that they could benefit from each other and revise their studies in the light of the discussion and the questions raised.

Four sessions of the Seminar were devoted to the disucssion of the papers related to the review of Development experiences. Although all the principal authors were invited, the Indonesian and Thai scholars could not attend the meeting. While the Project did not include a separate study for Pakistan, the expert attending the meeting from that country made a presentation.

The first session was chaired by Dr Hema Goonatilake (Sri Lanka) in which three papers were presented.

The session began with the paper by Professor Arun Bose, which raised some theoretical issues regarding material and human resource development. Professor Rais Ahmad presented a comparative review of development strategies followed in the countries of South Asia -- India, Pakistan, Bangladesh, and Sri Lanka. The paper by Dr Akonal Hussain analysed the present state of Pakistan's Economy.

In the second session, chaired by Dr Sung-Chick Hong (Republic of Korea), Dr Husin Ali reported on his comparative study of socio-economic situation in Malaysia and Singapore, and Dr V.R. Jose critically assessed the problems and prospects of national development in the changed political situation in the Philippines.

Papers relative to the Republic of Korea, Japan, and the People's Republic of China were presented in the following session which was chaired by Professor Iqbal Narain (India). A general discussion on the entire project then followed.

II. *SUMMARIES OF PRESENTATIONS*

1. Development, Material and Human Resources, and Education

Arun Bose

A critical assessment of mainstream development economics and theories of human resources development suggests that they are inadequate both in terms of the testing of their prescriptions by the development record, and also as causal explanations of underdevelopment and development. Recent self-questioning by development economists has cut new ground, but it does not go far enough. However, it is recognized that the concept of underdevelopment trap or long-term stagnation in some sense is a novel and lasting contribution to general economics, relevance of which remains to justify the subdiscipline of development economics, human resource development theory, and in particular its more developed component, the economics of education.

A comprehensive theoretical reconstruction of the foundations of development theory and the theory of educational planning is badly needed. The tradition of model-building in development economics and in the economics of education provides useful guides in this direction. Models of commodity production theory, when corrected and extended, supply many clues to such a reconstruction. In particular, the distinction between basic and non-basic activities, when properly extended, has wide-ranging applications in relation to the accumulation of material and human resources. It also helps to clarify questions of underdevelopment, limited and continuous development, and the role of education at different levels, especially at the tertiary level. The possibilities of a strategy of economic development which relies less on coercion, and more on the development of human capabilities, need further exploration.

2. Reflections on Education, Science, Culture and Communication : India, Pakistan, Bangaldesh and Sri Lanka

Rais Ahmed

A review of policies, plans and achievements in education, science, culture and communication in the four countries -- India, Bangladesh, Pakistan and Sri Lanka -- suggests that very considerable material progress has been registered, but a breakthrough has not been achieved in terms of people's desires and aspirations. Inspite of expansion of the educational system,

deficiencies and disparities remain. Science and technology and social sciences have progressed, particularly in India, but self-reliant industrial and creative development is not in accord with the potentialities of the gifted people of this region. Cultural advancement has been made but the problems which are to be faced and resolved in terms of regional, linguistic and religious identity and national consolidation, or tradition and modernity, or the development of the tribal people are far from being resolved and this is a tremendous source of inner conflicts in this region. It is also a major source of conflict between countries of the region. Communication network has also expanded but again its contribution to the spread of education and to national integration has been marginal. It has, to some extent, played a role in popular acceptance of the official versions of news and views, popularizing products of multinational companies and propagating values of the affluent class.

There is a vicious circle. The hold of the landowners, the industrialists, and the trading class has prevented the fulfilment of explicit or implicit promises of distributive justice in economic policies. This has led to the sharpening of conflicts. Non-achievement of educational and scientific goals and development objectives has generated considerable disenchantment with official policies. The acceleration of the arms race and the search for strategic bases and surrogates by a superpower is compounding the problem of availability of resources, and of obtaining political support from the people. Debts and the problem of servicing them has exploded the myth of "aid" from the developed countries.

The hope for the future lies in peace, and disarmament, and in the pursuit of democracy and social justice.

3. Behind the Veil of Growth : The State of Pakistan's Economy

Akmal Hussain

The aggregate growth rate of the economy since 1977 has been impressive (over 6% per annum) and the government has consistently measured its performance in these terms. Yet, when we go behind the veil of growth we discover an economy characterized by a number of disturbing trends and structural weaknesses. The projections on aid dependence, employment generation, regional disparities, and urbanization suggest that unless quick remedial policy measures are taken, Pakistan may be in for a major economic and social crisis over the next ten years.

The strategic variables through which economic growth is sustained over time are at a low level or show a declining trend: for example, rate of fixed investment, the domestic savings rate, the growth rate in the value of exports and finally the weight of the commodity producing sectors in the economy. Other features that cast grim shadows on the future are an economic structure that is both fragile as well as incapable of accommodating the minimum requirements of food, housing and health of at least 40 per cent of the country's population. At the same time, the nature of technological change based on capital intensive imported technology is such that the employment generation capability of the economy is declining, while the labour force is continuing to grow at an accelerated pace. (The latter is because of a population structure in which 50 per cent of the population is less than 17 years of age). To make matters worse, urbanization is occurring even faster than the population growth and the urban population is tending to be concentrated in a few large cities where social/economic infrastructure even now is overstretched with a severe shortage of housing, health, water and transport facilities. While the labour absorption potential of the agricultural sector is large (an additional 20 million persons *could* be absorbed over the next 15 years), on the basis of existing trends of land resumption by large landowners and labour displacing mechanization, the *actual* labour absorption in agriculture sector is expected to decline by about 7 million persons by the year 2002.

The present study of the dynamics of the Pakistan Economy would suggest that Pakistan may be at the end of the period when its planners could afford to delay formulating imaginative remedial measures and procrastinate taking hard policy choices, such as:

1. Increasing the domestic savings rate;

2. Diversification of exports towards manufactured goods;

3. Establishment of a heavy industrial base for achieving an indigenous technological change capability;

4. Changing the planning perspective from a sectoral to a regional one;

5. Urgent investment in the much neglected economic and social infrastructure;

6. Increasing labour absorption in rural areas through small scale rural industries.

4. Development Experience of Malaysia and Singapore

S. Husin Ali

Malaysia and Singapore demonstrate many similarities and differences. They have been quite close historically and structurally in the past; and although they are now following different paths of development, these paths actually lead towards a similar capitalist type of modernization.

Malaysia's economic development is guided by its five-year plans since 1965. An important watershed was the announcement of the New Economic Policy (NEP) in 1969, the primary objective of which was to promote national unity through eradication of poverty and restructuring of the economy.

NEP has succeeded quite well in reducing rural poverty levels and in increasing Malay participation in industry. But unfortunately, it has also contributed to worsening inter-ethnic tension and widening of inter-ethnic gap.

In contrast, Singapore's development has laid emphasis on achieving economic progress. The country, has a ten year perspective plan. In the seventies, it decided on high technology development and labour expansion. At the same time it has taken steps to control and curb workers' movements.

Singapore's vision of the future is to be like a developed western country, and to become a centre for manufacturing and services. This can be achieved by creating better business environment, developing capital market and encouraging multi-national investment.

In education, Malaysia finds an important vehicle for promoting national unity and development. English has slowly been replaced by Malay as medium of instruction and relatively wider opportunities are provided for more children to achieve secondary and university education. But vernacular schools, especially the Chinese type, feel threatened. Owing partly to the education and language controversy, inter-ethnic relations remain tense. On the other hand, Tamil schools, especially those in the estates, are found to be dead end.

While Singapore is multi-lingual, English is predominant in the school system. Its education is geared to produce a well-trained and qualified manpower.

In the field of science, both Malaysia and Singapore have embarked on industrial programmes. Malaysia has adopted science and technology since its early agricultural development. But now she supports industrialization. R & D has also been emphasised.

In Singapore, the role of industrialization, S & T, and R & D is emphasised more strongly. Since the number of Singapore's own scientists and technologists is still small, she welcomes foreign support, and has a very open policy towards multi-nationals. Singapore is also beginning to export some of its more developed technology.

Turning to culture, we see both Malaysia and Singapore as facing a complicated multi-cultural problem. Consistent with its concern for national unity, Malaysia tries to spread the concept of a national culture which, under the National Cultural Policy (NCP), gives prominence to the role of Malay culture as well as to Islam. A large number of non-Malays, especially from the Chinese community, oppose the NCP because they regard it as being assimilationist.

Singapore, on the other hand, because of its cosmopolitan position and emphasis on tourist industry, tries to project a multi-ethnic character of its culture. But then, it is also open to very strong Western influence, which it prominently reflects.

Finally, in communication, we find that it is not effectively used to promote understanding and integration among the people. Both in Malaysia and Singapore, government parties and leaders try not only to influence, but own the mass media, which they tend to use to their full advantage. Opposition or dissenting views are given very little time or space.

5. Philippine Development : Strategy, Crisis, and Alternative

V.R. Jose

In the Philippines, Martial law was imposed in 1972 for instituting a "democratic revolution from the centre". Marcos used it to consolidate his power through external help. The military-technocratic dictatorship thenceforth implemented the development strategy formulated, financed and directed by the World Bank-chaired Consultative Group of Creditors.

That development strategy, upsetting the earlier import-substitution industrialization, was anchored on the principles of labour-intensive export-oriented industrialization and agricultural modernization. This strategy was financed by raising domestic and foreign debts; the latter reached more than $ 28 billion by 1986. The resulting developments, in the process, integrated the national economy with the new international division of labour through industrial neocolonization; that is to say, through industrial restructuring, the development of non-traditional agricultural and manufactured product within the

export-oriented, outward-looking industrialization plan. From 1973 to 1984, GDP growth rate averaged 4.8% per annum.

This growth in quantitative terms did not lead to a corresponding just and equitable distribution of social wealth. By 1985, the richest 10% of the country's families got 37% of the total national income even as the poorest 50% shared among themselves the remaining 20.1%. In 1986, the top 15 foreign - owned or - controlled transnational corporations gobbled 33% of the net earnings of the top 1,000 corporations which run the Philippine economy.

By the early 1980s, cracks in the development strategy of export-led growth and agricultural modernization appeared. For one, the oil crisis, protectionism pursued by developed countries the policy of and increase of interest rates, etc. had repercussions on the Philippine economy; for another, the ensuing shocks forced the national economy to a series of devaluations, slowdown of exports because of problems in production and external competition, increase in imports to fuel the industrialization drive, decline in manufacturing, etc.; and still for another, the technocrats' mismanagement of the economy and the massive graft and corruption in high places -- all this led to misuse of resources and to economic disarray. The massive capital flight that followed the assassination of Benigno Aquino in 1983, on fear of political destabilization, and the cutting-off of loans, led to a devastating economic and national crisis whose impact is still felt. In 1984, the GDP growth rate plunged down to - 5.7%, and in 1985 to -4.0%.

It must be said, in this connection, that the areas of education, culture, communication, and science and technology also expanded during this period. Their development, in the context of the export-oriented industrialization and agricultural modernization policy, was in line with the overall priorities of the World Bank-chaired Consultative Group of Creditors. Education, of all the four sectors, received the biggest amount of funding since new manpower skills were needed immediately for the envisioned economic growth.

Dire repercussions on the economic, political, military, social, educational, cultural, communication, and scientific and technological life are being felt by Filipinos today. Inspite of the fall of Marcos, the World Bank-chaired Consultative Group remains -- this time further assisted by the 12-bank advisory group that has lent money to the government -- dictating on what economic policies, programmes, and projects to pursue. In the face of these realities, serious members of the academic and intellectual community have proposed alternative development strategies on both the national and sectoral levels.

6. Growth Strategy of Japan During the Last decade

Yoko Kitazawa

During the last decade, Japanese industries have undergone changes on an unprecedented scale and scope, and distinct from the rest of the industrial world in terms of internationalization of capital and industrial re-organization at home.

External factors, such as two oil crises (1973 and 1979), trade conflicts with the Western countries, and the rise of Yen value since September 1985, greatly affected the trade-led and trade-dependent industries of Japan. Technological innovations in the export-oriented highly knowledge- and technology-intensive processing and assembling industries have largely contributed toward coping with those externally-rendered "shocks".

The industrial changes, particularly caused by the internationalization of capital in the past ten years have brought about structural modification of labour market.

7. Political Economy of Education : Republic of Korea

See-Jae Lee

Rapid industrialization of the Republic of Korea for the last two decades can be partly attributed to the sufficient supply of educated and qualified manpower. Education has been perceived in Korea as a powerful means for social mobility, as an institution to supply skilled labour force, and as an instrument for political socialization and control.

The Fourth and Fifth Five-Year Economic Development Plans (1977-1986) were more or less successful in quantitative expansion of the economy, but they somehow failed in restructuring the industry and the employment pattern. During the Fourth and Fifth Plan periods, the problem of manpower supply did not get resolved despite the continued growth of economy, because the Korean labour market had always been oversupplied with qualified manpower. Both, bad economic performance in the Fourth Plan period, and rapid recovery of the economy since 1986 cannot be attributed to education; they were influenced by the changes in the world market.

Massive expansion of education occurred at all levels of schools: primary school upto 1970, secondary schools in 1970s, and higher education in 1980s. Expansion of schools and increase in the number of students, prior to the recent phases of economic development, were neither motivated by, nor geared to, the demands for industrialization. Their growth was motivated and facilitated by social pressures demanding higher level of education.

Education in the Republic of Korea is predominantly financed by private individual households: 38.5% in the compulsory primary school, 85% in both middle and high schools, 75% in higher education. Government expenditure and donations from the business world are comparatively negligible. Therefore, it is on the educational function tha' contradictions of Korean capitalism are focused: while business corporations do not take substantial responsibility for the *reproduction* of human resources, it expropriates them through educational institutions. Government, too, tries to appropriate political outputs through education, in which government does not invest as much. Moreover, government control over the education eventually functions to provide business corporation disciplined, docile and obedient labour force, which finally and essentially enables the latter to expand themselves.

The development of education to cope with rapidly changing industrial structure in the world market should be insured, firstly by massive investment in research and development by government and business corporations, secondly by removing extensive government control over educational institutions. That is, business world has to own its social responsibilities and the government should guarantee the autonomy of education. Then alone, Korean education, as a social enterprise for reproduction of society and culture, can find its proper place.

8. China's Economic and Social Development

Luo Zhao-Hong and Shi Min

Specificities of the Chinese situation have guided China's development strategy of socialist reconstruction. Its vast population and a weak economic foundation were the two key considerations that shaped China's development strategy. Its current focus is on four modernizations: modernization of agriculture, industry, science and technology, and national defence.

The present policy of economic construction is directed to attain the goal of quadrupling the gross annual production in the industrial and agricultural sectors by the year 2000. The aim of this growth is to have better "economic results", to improve material and cultural life of the people, and to ensure harmonious development of all the sectors of national economy. China hopes to control its population at 1.2-1.25 billion level by the year 2000, when the national income would rise from 368.8 billion Yuan in 1980 to 1434.2 billion Yuan. It hopes to reach its industrial output value to the 1980 level of the United States. In the changed context, China has adopted the policy of opening to the outside world.

The new Plan envisages a growth rate of 7.2 per cent. Beginning in 1981, the first five years of the new economic policy were devoted to readjustment, reform, consolidation and accelerating the pace of economic reform and monitoring the growth rate, reducing the size of capital construction, and reinforcing the weak links in the national economy. From 1991 onwards, the growth rate is expected to be around 8 per cent. During this period China has to face the following problems: (i) employment for the additional 250 million people, (ii) creation of facilities for education, and for advances in science and technology, (iii) lack of potential for agricultural production, (iv) energy shortage, and inadequate means of transport and communication, and (v) shortage of funds. To attain the target, and overcome the problems, China has taken several policy measures : these are, (i) thorough reform of the entire economic structure, (ii) opening to the outside world, (iii) control of population growth and creation of employment, (iv) acceleration of agricultural development, (v) technological transformation of industries, and (vi) development of energy resources, and of transport and communication. In this endeavour, China acknowledges the role of education, science and technology, and the need to develop cultural life and promote international understanding and peace.

III. *DISCUSSION HIGHLIGHTS*

Following the presentation of papers, the participants were invited to comment on them. Questions seeking clarifications were raised and answered, observations were made on the emerging patterns of development, and alternatives were offered.

Rather than presenting a cinematographic account of the wide-ranging discussion, an attempt is made here to highlight the main points made. In doing so, references to individual speakers have been omitted, and trivial queries have been discarded. What is reproduced below is the gist of main points made by several speakers.

1. *Assessment of the South Asian situation*

Independence of the South Asian region from the colonial rule some 40 years ago raised the expectation of economic reorganization. It was hoped that minimum facilities and services will be made available to the common man. Although there had been considerable material progress (there are 10-15 times as many students in schools, colleges and universities, 10-12 times growth in scientific activity, and also growth in communication and in culture) there is a great deal of political tension and strife and there is persistence of inequalities and economic disparities. Hundreds of millions of people still live in poverty, ignorance, and distress. The benefits of development have not flown in the envisaged directions. The colonial system has merely modified. International arms race has trapped those countries in its cycle. Scarce resources have been diverted for military use in complete disregard of development objectives. Debt servicing of international aid has put great stress on the countries. Although educational expenditures have increased, real expenditure per student has actually declined for higher and secondary education.

Inadequate attention has been paid to science and technology; communication structures are concentrated in urban and affluent sectors. The great potential of this medium is not being utilized either to consolidate society or to combat its strains and stresses, or even to expand the reach of education. Indeed a very small portion of these information technologies and structures are put to educational uses.

2. *The role of World Bank, and transnational corporations*

Conditions imposed by World Bank on the countries to liberalize their imports policy, to withdraw subsidies and devalue the exchange rate have tied the local economies to world markets. By tying resource allocations to the notion of comparative advantage, countries are abdicating their right to plan in a meaningful way.

As a result, the economies of countries agreeing to the WB/IMF conditions are fragile and are influenced by climatic factors (in the case of agriculture) and exogenous factors (in the case of remittances by people working abroad). It also enhances dependence on foreign aid and loans. A very large proportion of gross aid goes merely to service debt, locking a nation into a debt trap. High GNP growth rate cannot be sustained given the high debt servicing requirements.

Some participants regard it to think that there was a correlation between the rate of economic development and the openness of economies. In fact, the latter could lead to a fall in the real incomes of workers. Transnational corporations are attracted to areas where workers are available on low wages. But when currency devaluations are forced down by the IMF, the purchasing power of workers is even more reduced. Moreover, the insistence that budget deficits should be reduced leads to the curtailment of social development expenditure. The combined effect of these processes is a deterioration in the quality of life of the people.

Goods should in fact be produced to satisfy needs. But the transnational corporations, interested in selling certain products that are not necessities for the developing countries, have created, through effective advertising, new needs the satisfaction of which is a drain on the finances of these countries.

Ideas about inter-dependence are freely held out as a carrot. But in reality, the developed capitalist countries shared the plums while the developing countries get the crumbs.

3. *Growth strategies*

Current growth patterns also encourage urbanization. The cost of merely providing mud houses and transport in the urban areas is going to be enormous, and efforts are needed to stem further urban growth.

4. *Rise of subnational identities*

The bottom 40 percent of the people in south Asia continue to live in acute poverty despite national growth. This deprived strata is selectively mobilizing to create subnational identities -- ethnic, religious, regional, provincial etc. Given the fragility of the economy of some nation states, the very existence of the state may be threatened.

The ruling elites are not inclined to look in the long term, and prefer to maintain the regime through coercive action even if it is only for a short term. Given the disparity in consumption, just to provide basic necessities to the lower 40% of the population would require drastic erosion of the privileges of the elite.

5. *Role of education*

The participants felt that higher education is a necessity, and it should not be allowed to suffer. Promotion of primary education at the cost of higher education came up for strong criticism. It was said that it is wrong to think that curtailment of expenditure on higher education will necessarily and automatically result in expansion of the primary education. Excessive emphasis on higher education only in the field of science and technology, and an associated de-emphasis on social sciences, was also regarded as unimaginative. A plea was made for the inclusion of social sciences in higher secondary education, and in non-formal education for adult workers.

The discussion was also focused on the question of educational control being exercised by the government even in those countries, such as the Republic of Korea, where higher education is largely financed private. It was pointed out that in the absence of free competition, being private does not mean being able to evade control. Education is quite often used for political purpose; it is always open to political or governmental intervention.

Question was also raised whether private education restricted growth and whether such growth has any economic and political consequences. Uneven development between regions, and between rural and urban schools has great implications not only on quality of schools and students, but also on the overall development of education.

The question of relationship between education and political discontent also come up for discussion. A view was expressed that the sources of discontent may be related to education and opportunity for employment. It is not clear whether present restlessness among the youth and students is caused by lack of employment opportunity or because of ideological and political differences.

It was agreed that education leads to awareness and facilitates articulation of discontent against the status quo. However, presence of political opposition cannot be regarded as the key function of education. All the educated cannot be expected to form a common ideological forum to express discontent against the prevailing regime.

6. *Japan's role in the economic development of the region*

The growing influence of Japanese capitalism and industial development on the economies of the region was underlined. There is a significant shift from the Atlantic to the Pacific region. This has been followed by greater military presence and more

bases. In the Pacific, Japan and U.S.A. are seen to be dominating.

Despite economic rivalry between the two countries, the United States has encouraged Japan's militarization in the Pacific.

Expansion of Japanese capital has ocurred all over the world. In Southeast Asia, Japanese capital has been able to exercise its dominance. It is increasing and strengthening in certain countries. In the Philippines, for instance, Japanese ownership and control of the economy is expanding through the debt conversion scheme.

7. *New development thrust in China*

Learning from "past mistakes", China is now concentrating on economic development: to achieve modernization in industry and agriculture, to increase per capita income and improve the level of living of its people. It is turning to planned commodity production and distribution of work.

The new strategy involves structural reforms : opening to outside world, control of population growth, acceleration of agricultural development, speeding-up of industrial and technological transformation, and improvement of communication.

Many participants did not agree with the use of the term "traditional stage" for the pre-1976 period. The change in 1949 was revolutionary, and there were different phases of development between 1949-76. Nevertheless, the Chinese scholars held that the traditional phase was homogeneous because throughout it emphasised on centralized planning, heavy industry, and growth rate.

Some participants felt that heavy industry is necessary to encourage capital growth and to achieve economic independence. The problem is to achieve proportionate development between heavy and light industries, as well as between industry and agriculture.

Concerns were expressed for China going capitalist, especially with its open door policy. A note of caution was expressed that the opening-up policy can affect adversely on economic self-reliance. Chinese scholars explained that in the past China's self-reliance policy resulted in completely closing it up to the outside would. A healthy balance should be struck between self-reliance and opening-up. China wants to welcome modern technology and foreign capital, but it does not want to incur the burden of foreign debts.

The steps being taken by China to reduce its population growth by pursuing the policy of one child per couple also came in for review. The likely consequences of such a policy on the social structure and kinship system were mentioned. The possibility of state coercion was also indicated. However, the sincerity of government to curb population growth was appreciated with the expression of the hope that "one couple one child" is an ideal, and not a compulsion. People having more children will not be discriminated against, it was hoped.

8. *Suggestions for newer orientation*

i) *Need for market expansion and improvement*

A suggestion was made that for continuous economic development market expansion and improvement, instead of market-displacement, is necessary. Also, macro-economic developmental planning should be encouraged. There is a need for simplification and reduction of controls on investment and production of non-basics (which are roughly outputs of, and inputs into, the production of luxury goods). The stress should, however, be given on accelerated production of basics (i.e. essential food, clothing and shelter, as well as all inputs into their production). This cannot be achieved by permits, licences and controls imposed on the basic sectors. For this, expanded public ownership functioning on the wheels of a strengthened egalitarian work ethic, activising both workers and managers, may be essential.

This would require less coercive methods of economic development, relying more on developing human capabilities on the basis of ethnic communal peace in order to cultivate the desired work-ethic in basic-producing enterprises, rather than "the essentially coercive and alienating methods of so-called scientific management" (as stated by one participant)

ii) *Pursuit of non-capitalist models of development*

Particularly in regard to the Philippines, it was indicated by the author that the intellectual community is proposing a shift from the model of economic development pursued during the Marcos regime. Several alternatives are being suggested. One is *socialist model*, the other is *non-capitalist* model "appropriate for an independent nation". The latter model was identified by several participants as a

variant of "mixed economy model", but some others did not accept this nomenclature for ideological reasons.

iii) *Need for delinking*

Plea was made to "delink" with the existing trade partners who have been exploiting the trade relationship, and to establish new linkages with other countries based on fair and non-exploitative relationships.

iv) *New strategy package*

Developing countries should raise their domestic savings to 24 per cent, use labour intensive technologies, locate the industries in rural areas in order to slow down the process of urbanization, and also to reduce regional disparities, and decentralize both administrative and political power. There is also a need for internal transformation of societies, and for the promotion of democracy in place to military dictatorships.

EMERGING ISSUES

All papers touched on different aspects of development. They critically evaluated development strategies and policies, and at the same time examined carefully their consequences on, or interlinkages with, education, science, technology, communication and culture.

The issues and challenges to development in the specific countries were not examined in isolation, but were related to wider global problems and, in particular, to the unbalanced relationship between the North and the South.

Arising from the various studies and during the discussions several concerns were expressed.

Firstly, it was emphasised that any research on development must have an integrated, holistic and multi-disciplinary approach. This is because development has many facets.

Secondly, there should be a conscious attempt to avoid bias toward economic considerations. Development is not concerned only with economic growth. The objectives of development, besides economic, are also political, social, cultural, educational, and scientific. It needs, therefore, to be more human-centred.

Thirdly, any study on development should at least attempt to provide alternatives in options for future strategies and policies. In other words, it is not enough to present the

strengths and weaknesses of existing development policies and effectiveness of their implementations in various fields; there is a need to go beyond.

Fourthly, it is indeed timely to redefine different concepts and rethink theories on development. Stress should be given particularly to a development theory that encompasses all dimensions of development which are to the benefit of humanity, especially the deprived and oppressed people, who still form a major section of the population in Asia.

Some of the themes that deserve careful analysis and deeper study were also identified so that the authors may keep them in view while revising their papers. Fresh studies on these topics may also be encouraged:

a) Endogenous development : traditional concepts, perceptions and views on progress; people's aspirations and world-view on alleviation of human sufferings.

b) Historical (e.g. different colonial experiences) and structural (e.g. caste, class) factors and their effects on pattern, direction and speed of development.

c) Cultural (e.g. language and religion) and ethnic factors, and their effects on national unity.

d) Rural and urban poverty : comparative profiles; causes and strategies for alleviating them.

e) Impact of high technology on development, especially in rural areas; social differentiation and international division of labour.

f) Development through education : the political, social, cultural, educational and technological dimensions.

g) The politico-economic structure : the question of leadership and the role of State in development.

h) Nature of development crisis : comparison of different countries with different social systems and at different stages of development.

i) Different systems of planning and their relative effectiveness in solving the problems of the people.

j) Development alternatives : their goals; limits of alternatives strategies and necessary conditions for their realization.

THREE

STUDIES ON THE YEAR 2000

PREAMBLE

Complementary to the exercise on development experiences, reported in Chapter two, UNESCO undertook to survey the literature that has been generated in the past years on the shape of the world of tomorrow.

Several scholars, in different countries, have devoted themselves to portray the year 2000 that would usher the world into the 21st century. The year 2000 has evoked many responses. It has prompted some to review the past and inventorize the achievements and the failures; some others have attempted to project the future by extrapolating the current trends and indicating areas of hope and despair; still others have engaged in developing blueprints for a desirable future. These exercises include both holistic and sectoral analyses and prescriptions, and have brought concerns of the future to the fore. attempted with different perspectives, and following varied methodologies, these studies have wealth of thinking and reflection.

UNESCO felt the need to take stock of this rapidly growing literature and consolidate its findings so that lessons could be derived, and gaps in our knowledge be identified.

Since the literature is vast and varied, and is mostly generated in a country context, it was proposed to prepare a series of country status reports on the studies related to the year 2000. Each country status-report was expected to accomplish two tasks:

1. Compilation of a comprehensive bibliography of literature on the year 2000, relative to the country concerned; and

2. A review of this literature resulting in a consolidated monograph highlighting the main trends in thinking.

In addition, a series of studies were commissioned to consolidate the findings of several exercises which addressed to the future of the region, in the areas of competence of UNESCO.

The purpose of this entire exercise, in the two projects, is to gauge the present trends and anticipate the patterns that might emerge in future based on different assumptions and hypotheses. In doing so, note was taken of the writings of thinkers who have suggested scenarios of a desirable future, according to their own value premises and assumptions. Thus, these studies attempt to portray the current trends in thinking about the future, rather than to prescribe yet another scenario.

At the meeting, the authors working on the two projects were also invited to report on the progress of their work and highlight major findings.

Six of the eight authors working on the country monographs were invited, as their work had reached a fairly advanced stage. These were from : Australia, India, Republic of Korea, the Philippines, Sri Lanka, and Thailand.

Regional scenarios of future in the fields of Environment, Education, Communication, and about the situation of Women and Youth were also presented. Of these, the presentation on Environment was made by the Regional Representative of UNEP, (Dr Nay Htun) who was specially invited for the purpose, as the author doing the study on environment could not be present. Similarly, a presentation on "Youth" was included, though not a part of the Project under Major Programme-I; this was made by Mr Luca Dall'Oglio who was until recently an Associate Expert attached to the UNESCO Regional Unit for Social and Human Sciences in Asia and the Pacific. The Regional office for Education was requested to prepare the paper on Education in the year 2000. studies on Asia's Economic Futures, and on Science and Technology scene have also been commissioned but the authors were not ready for a presentation.

Three separate sessions were devoted for the presentation of these studies. The stock-taking surveys of literature were presented in a session chaired by Dr V.R. Jose (Philippines), with Ms Y. Kitazawa as the rapporteur. The sessions on "Regional Scenarios of the Future" were chaired by Dr Trevor Barr (Australia); Dr Arun Bose served as the rapporteur.

II. *SUMMARIES OF PROGRESS OF WORK ON VARIOUS COUNTRY STUDIES ON THE YEAR 2000*

1. Australia

Trevor Barr

The Commission for the Future is proceeding with the tasks of producing a bibliography of futures studies in Australia, and the subsequent monograph "Review of Studies to the Year 2000". The progress on the work was reported under four headings.

1. The role of the Commission for the Future and the relevance of this project to its activities.

2. Development of the bibliography.

3. Preliminary observations of the monograph.

4. Summary of proposed further work.

The Commission for the Future was established by the Federal Labour government in 1985 primarily to promote greater awareness of issues related to science and technological development and to contribute towards greater public involvement in associated decision making. The body is not an independent statutory corporation, but subject to ministerial and departmental accountability.

To date, a bibliography of over 150 entries has been produced in draft form. Because it was recognized early that there are relatively few studies in Australia that focus exclusively on anticipation of the future, the literature search has been complex. Methodological issues which needed to be addressed include what kinds of material ought to be included, the limitations of conventional data bases, determination of an appropriate classification system, and judgement about the relevance of organizational activity. Material in the bibliography is heavily focussed in areas such as technological change in industry, reflecting multiple studies in such areas, whilst areas neglected for study, such as medicine, or rural development, are barely represented.

2. Sri Lanka

J.E. Jayasuriya

A collective interest on the part of Sri Lankan scholars/administrators in the problems and prospects of the future is reflected in the following activities that have taken place during the past quarter century or so.

(i) Colloquium on agricultural credit: present situation and future prospects, 1975.

(ii) Seminar - "Towards an energy policy for Sri Lanka", 1980.

(iii) Symposium - "Energy in the 1990's and beyond", 1983.

(iv) Project on the planning of long term educational futures in Sri Lanka, 1986.

(v) Seminar on education for rural development in the coming decades, 1986.

(vi) Seminar on science and technology for the next century, 1986.

It has, however, to be noted that these activities were of an ad hoc nature in the sense that no continuing dialogue either preceded them or followed upon them. Nevertheless, there is no doubt that many useful ideas were generated.

Individual scholars/administrators have addressed themselves to the problems of the future, mostly through articles contributed to journals or newspapers and, in a couple of cases, through monographs. A frequency count of these contributions shows the salience of various areas of concern. Energy occupies pride of place with 13 contributions, agriculture (cash crops 8 and food crops 4) comes next, and industry and population come next with 9 contributions each. Health follows with 8, so also science and technology. Manpower and employment, and education come next, each with 5 contributions. The remaining ones are: women (3), animal husbandry (1), peasant colonization (1), agricultural credit (1), forestry (1), housing (1), environment (1), and family farms (1). In some cases, the number of articles is not a good indicator of the volume of interest. For example, if one makes a count of news items, as distinct from specific articles, it will be found that housing, especially with the country's Million Houses Scheme, and forestry are very much in the public eye, only a little less so than energy and agriculture.

The methods of approach used are in some cases trend analyses and trend explorations, and in other cases normative. From this point of view, future studies in Sri Lanka lack the sophistication that would come from the use of a range of methods. The ad hoc nature of the activities is also a weakness.

3. India

Iqbal Narain

The paper by Iqbal Narain and Surendra K. Gupta was an interim report covering 130 studies. Out of these, 22 are full length monographs published between 1966-1987, 12 are edited volumes (1974-1986) and the rest are articles published in edited volumes.

The scenarios in the year 2000 are presented in these references on population, economy, transport, housing, energy, water, food, environment, management and public administration, communication, education, health, politics, society and culture. Here the projections just project needs. They do not indicate in all cases whether the country will have the capability to meet the needs thus projected. This, by and large, is the weakness of these studies. It has also not always been possible for the authors to get over their subjective predilections in their projections.

However, a section devoted to development strategies reflects on the capability aspects in general. Reference is made here to the visions of Gandhi and Jawaharlal Nehru on the subject. An overview of seventh-five year plan has also been offered. The none -too- encouraging conclusion is "the most glaring failure of our development strategy is that about 40% of the total population live below the poverty line and do not have enough food to eat". An attempt has been made to identify in the end the major contours of developmental strategy for the future in which, among others, it has been suggested that "to improve the administration, decentralization of decision-making power is essential".

This much about the domestic scene. A section follows on foreign policy scenario and preferred world order. The tension between expenditure on defence and development has been highlighted here. The paper also reiterates: "the present structure of dominance of some states over others and inequality among nations are the major stumbling blocks to an equitable world order". The section ends with a discussion of some strategies for the preferred world order.

By way of summing up, the paper concludes: "the future of India in 2000 will be determined by trends of population growth and the rate of economic development" which means growth with distributive justice. The role of politico-cultural imponderables is also important.

4. Republic of Korea

Sung-chick Hong

This report is based on a survey of literature on the Republic of Korea in the year 2000. A total of 97 items dealing with the country in the year 2000 have been identified and abstracted. The years of their publication and the fields of their coverage are analyzed. The futuristic studies in Republic of Korea started to appear in late 1960s and they gradually increased in numbers reaching their peak in 1985. These publications fall into 15 different categories. They are: Economy, Education, Culture, Society, Politics and administration, Development model, Unification, Science and technology, Resources and environment, Population and family planning, Social welfare, International relations, Rural development, Communication and information, and Labour-management. The full content of what is contained in these publications will appear in the final draft of the paper. The annotated bibliography, however, has been completed and submitted to RUSHSAP.

5. Philippines

Patricia B. Licuanan

Since the project started two months ago, most of the work has been focused on tracing the studies identified in the bibliography and working out the practical steps necessary to facilitate reading all these studies. Steps were also taken to ensure that the bibliography that is to be the basis of the review is reasonably complete.

Some initial trends were identified based on the limited information that accompanied the bibliography listing. The studies listed on the bibliography fall into the following categories:

Fields covered	No. of studies
a. EDUCATION	5
b. ENERGY & NATURAL RESOURCES	7
c. FOOD & AGRICULTURE	13
d. HEALTH & NUTRITION	4

e.	LABOUR & INDUSTRY - export processing - income - statistical development	15
f.	POPULATION	30
g.	GENERAL PROJECTIONS	18
h.	URBAN-RURAL DEVELOPMENT - housing - flood control - provincial/regional situations - poverty	19
i.	WOMEN	1
j.	YOUTH	1
	Total	113

The bulk of the researches were done during the years 1975 to 1977. Majority of the studies were on population, urban-rural development, labour and industry and general projections for the future. The earliest studies were done in 1970, mostly on population and food requirements; while the latest were done in 1986, mostly on food and agriculture.

6. Thailand

Pasuk Phongpaidit

Thailand's population at present is just over 50 million. the GNP growth rate is around 5% per annum (1986-87), a slow down from the 7-8% per annum during the previous decade. The GNP per capita is just short of US $1,000.

The last 5 years have seen a rapid economic and social transformation in Thailand. The economy has become more industrialized, despite difficulties caused by increased protectionism against exports from LDCs, and the decline in world commodity prices. The rapid change coupled with the future uncertainties have made the Thai public more concerned about the future. There has recently been much debate on the question and several scholars and organizations have worked on the future scenario of Thailand.

The current Economic and Social Development Plan (the 6th Plan) is an important document from the government sector which outlines the likely future economic trends and problems. The methodology used is a combination of economic projection based on sectoral performance in the past and projection into the future at a certain scenario with regard to changes in major economic variables in the local economy and in the world context.

The Plan expects Thailand to become more industrialized along the path pursued by the existing Asian NICs. But a great concern is expressed over the problem at lagging agriculture which can be expected in the future. The Plan thus deals with what the government should do to facilitate the process towards greater industrialization, without allowing the incidence of poverty (mostly in rural areas) to rise.

Another recent work which deals with probable future scenario of Thailand is a study by Professor Robert E. Textor (et al.) in the early 1980s. The researcher randomly selected 24 scholars from Chiangmai University and interviewed them in depth to ascertain their views on the future scenario of Thai economy, polity and society.

The researcher then used the results of the interviews to analyse three path ways which Thailand could take for the future -- the democratic capitalist approach, the authoritarian socialist, and the democratic mixed approach. Then, the analysis of the interviews pointed to the democratic mixed approach as the most probable path for Thailand's future.

Another important work is that of Dr Praves Wasi who proposed what he called "a Buddhistic model of rural economy". Based on his analysis of Thai history and the present problems Thailand is facing, Dr Wasi proposed redirecting the production system and rural community based on 5 guidelines. These are:

1. moderation (or absence of greed);
2. mixed farming system;
3. a proper harmony with nature;
4. self-sufficiency; and
5. close community tie.

This approach suggests a reassessment of the educational system and the role of science and technological progress. Education and new technology should be used to better mankind in a way which is in balance or in harmony with nature.

Dr Wasi's writing reflects an attempt to redirect the economy away from the current capitalistic trends.

Several other studies are in progress about Thailand's future scenario. One of them is a series of seminars organized by an NGO on the future of Thai society. Leading thinkers of different schools of thought are invited to give lectures analyzing the present problems of Thai society, suggesting an alternative situation, and discussing the strategies to achieve the ideal society.

The National Economic and Social Development Board is also preparing a monograph on "Thailand in the Year 2000". This study will have an economic projection as well as a discussion of the likely effects of economic change on the society and the policy options for the government.

A compilation of the works on Thailand's future is in progress and will be reported in full in the final version of the monograph.

DISCUSSION RECORD

Six papers on country surveys of literature on the Year 2000 for Sri Lanka, India, Thailand, the Philippines, Republic of Korea and Australia were presented in this session. Based on the country bibliographies compiled, the country surveys are to draw out scenarios for futures in those countries. Since this is an on-going activity to be completed in November 1987, reports of the researchers focussed on the work done so far.

During the session, the methodology of the country surveys was discussed. Participants expressed their view that since the choice of methodology and selection of criteria for compilation of bibliography rest with each individual researcher, outcome of these surveys may not be comparable. For instance, one researcher made his survey largely based on the seminars and conferences held in his country in recent years, while others were relying on academic surveys and studies, government documents, etc.

Some participants expressed their concerns that too much emphasis has been given to "scholarly" works and equally important works carried out in non-academic circles appear to have been neglected. There are also many useful materials and statistical data produced by government agencies. However, it was observed that there is an uneven development of information system among the countries. While some countries have already developed institutionalized country-wide system to compile all the publications in the social science disciplines, other countries have no such system and thus the information there is scattered. Under such circumstance, it appeared difficult to set common criteria as to how far or deep the researchers should "dig" to compile the bibliography. Criteria and methodology, therefore,

should be decided by the researchers in accordance with the availability and accessibility of information and documentation in their respective countries. It was agreed that in their final reports, discussion on methodology would be incorporated.

The group confirmed that this is a research to review the existing literature on future of societies and to draw out future scenarios synthesized from the existing literature. The exercise was described as "a study of the studies on future" rather than a study of the future itself.

III. *SUMMARIES OF PRESENTATION ON REGIONAL SCENARIOS*

1. Environment

Nay Htun

There is today growing concern and increasing public awareness on ecological issues. However, through planned and unplanned action by Man the global environment is still being exploited without due attention to the ecological consequences. Every year 12 to 14 million hectares of tropical forests are lost, 20 million hectares of farming land becomes unsuitable for cultivation because of soil pauperization.

At least three issues deserve urgent action, namely: i) acid rain; ii) destruction and depletion of the ozone layer; and iii) global warming, through rise in temperature.

At the national and regional level, more and more countries are implementing action plans through international or regional conventions. There is an emerging trend towards regional cooperation as well as development of institutional measures to cope with environment problems. The South Asia Cooperative Programme and the South Pacific Regional Environment Programme are examples of such arrangements.

This mobilization of resources, however is still hindered by a number of challenges; among others the following: i) despite abundance of scientific data on environment their actual utilization for action programmes is still very limited; ii) action at the government level is often in the form of short-term plans to solve particularly urgent environment problems -- issues to be handled with long-term policies are often neglected; iii) decision makers perceive environment risks with different degrees of intensity as a consequence mobilization of resources suffers from lack of continuity; iv) development projects do not still emphasize the ethical dimensions of environmental preservation; v) lack of interdisciplinarity in the analyses of environmental problems; vi) technology transfer and

industralization in developing countries are not adequately oriented to resource conservation; and vii) education and training on environment issues need to be promoted with a certain sense of urgency.

2. State of the Communication Structure in Asia and Prospects for its Evolution Between Now and the Year 2000

Dr Achal Mehra

The study is split into three parts. In Part I, the study documents the existing state of the communication infrastructures -- facilities, networks, services, etc. -- in the region, patterns of ownership and control, national policy issues and development. These structures are examined in detail in nine representative countries, namely Bangladesh, China, Fiji, India, Indonesia, Japan, Malaysia, the Philippines and Singapore; these countries are selected on the basis of their socio-economic development, geographical location, and political system.

Part II projects the evolution of the structures and artifacts, including the use of new technologies, by discussing current patterns of use of new technologies in such projects as the Satellite Instructional Television Experiment, the PALAPA project, etc., and projections in growth in new technologies. It also examines questions surrounding the transfer of hardware and software of new technologies. It concludes by examining potential for inter-regional cooperation and data exchanges, transborder data flow, etc.

Part III discusses national policy implications of the evolutions of new technologies and growth of communication structures, the consequences on traditional media, mechanisms for a more egalitarian growth of communication structures and for avoiding other hazards of the new technologies. It concludes with a discussion of the implications of the emerging structures on UNESCO's programmes and activities in the field of communication development in the region.

Data for the study have been drawn from existing published literature and studies, as well as from a large volume of fugitive material. These include reports on communication structures and new technologies in individual nations. Most of these materials have already been gathered by AMIC. In addition, the existing profile of the selected countries and of the region is complete.

In the area of policy, four approaches or models have been identified namely : Disassociation, Leapfrogging, Planned Growth, and Intermediate Technologies. Literature on national policies is being examined in these areas. In the area of new technologies

the study will raise, although not necessarily answer, such questions as :

* Will they increase the information gap, especially in the rural-urban context?

* Will they promote two-way flow?

* Behavioural questions, such as consumerism, regional identification, etc.

* Economic questions, such as cost-benefits of conventional vs. new media; socialist vs. market economies.

* Skills needed and the question of dependency on software.

* Ownership and control.

* Unemployment.

* Cultural policy questions and influence on traditional cultures, etc.

* Egalitarian growth.

3. Study on the Future of Education in Asia and the Pacific

UNESCO/ROEAP

This is not an entirely new study. UNESCO in general, and UNESCO PROAP in particular, had organized symposia and meetings on the Futures of Education and have commissioned a number of studies/reflections on the subject.

There are also country studies and reflections initiated by individual/groups. Moreover, there are invaluable materials on the futures of education in the papers presented at this Regional Research Seminar.

These country studies and reflections on the future of education are indispensable building blocks for developing regional scenarios for education. It is to be noted that the intention is not to develop one scenario for education. Such is not possible for past and present events and circumstances, and the economic, political and socio-cultural contexts of education in different countries which vary quite a lot, are factors to reckon with in any consideration of the future of education and the education for the future. The interactions between societal

forces and patterns of educational development at the national community and individual levels are obviously very complex. A social engineering framework taking into account all social, economic, political and cultural factors influencing the development of education as well as individual human needs and aspirations has to be developed as an essential instrument for reflecting on the future of education in the region.

The paper shall cover four major topics, namely (i) review of country studies on the future of education, (ii) assessment of the developments/trends which are shaping the future of education (both within and outside the education sector), (iii) Projection and extrapolation from past and present events including discussions on the implications for the future of education, and (iv) scenarios for the future including analysis of policy variables and special issues in shaping alternative future directions of education.

The preliminary findings from the review indicate that there appears to be four schools of thought regarding the future of education. First, those few who believe that "whatever will be, will be". This idea is entertained largely by people who for reasons of the existing difficult political and socio-economic conditions prevailing in their country, cannot afford the luxury of worrying about the future. Second, those who think that the events of the past and the present are dynamic forces that help shape the future. Scholars in this camp feel strongly that the future could be projected and extrapolated on the basis of established trends and developments. Third, those who subscribe to an if....then... proposition. This group tend to envision alternative scenarios ranging from the pessimistic to the most optimistic. Fourth, those who believe that the future does not exist, and therefore it could be designed, shaped, and even controlled. They argue that man cannot change the past but he can influence the future.

It was also noted that many countries are faced with a number of dilemmas in planning for the future of education. For example, in many developing countries, planning education for the future invariably includes anticipation of the use of television, video recording systems, computers, etc. However, the reality in many developing countries is that only a few elite schools shall be equipped with such modern electronic educational gadgets. This will tend to widen the gap between the children of the small elite group vis-a-vis children of the poor which constitutes the bulk of the population. This then poses further threats on the quest for equity in education in many countries of the region.

Many similar dilemmas have been noted. These dilemmas are being identified and analyzed for two main reasons, namely: first, these dilemmas are crucial decision points that need to be resolved to pave the way towards the realization of preferred future; and second, to prepare precautions that could help minimize the problems that are likely to arise.

Graphs which illustrate some *trends* on literacy, enrolment at the primary level, technical vocational, higher education and public expenditure were presented to the Seminar.

4. The Status of Women in the Asian Region

Hema Goonatilake

The development processes that have taken place in the Asian region as a result of national and international economic strategies have had direct implications on the status of women. The major processes of social change are agricultural modernization, export-oriented industrialization, tourism, migration and urbanization, and transnationalization of culture and mass media.

With the introduction of new technology, information and credit schemes and the increasing commercialization of agriculture, women often remain in subsistence agriculture, exercising lesser authority and decision making powers in the household and the community (than they had done earlier) and remain marginal to the processes of development, inspite of the fact that their workload had increased.

With the export-oriented industrialization and in response to global structural changes, the young female labour has been absorbed not only at the factory level, but also at cottage level. At the factory level, a young educated docile female labour is readily available with extremely cheap wages for international capital, whilst the cost of social reproduction of the labour force is met by the host countries. At the cottage (household industry) level, housewives have been well "integrated" into the transnational exploitative process, being paid on the basis of piece rate and not covered by minimum wage legislation and often protective labour laws. Although women's independent income often makes a change in their standard of living, as well as in their status in the family and the community, they are subjected to different forms of subordination arising out of the manipulation of women's traditional positions.

Along with economic expansion, the cultural imperialism from the "North" has been penetrating in the lives of Asian men, women, and children. The education system and the mass media are the major mechanisms of cultural control through which TNC consumer culture is transmitted.

It is largely the women who are ideologically manipulated to play the dual role of persuaders and consumers par excellence.

Religious fundamentalism which is gaining ground in Asia has resulted in increasing domestication of women and reinforcement of patriarchal values.

Most governments in the region have subscribed to the UN Women Decade's goal by establishing national machinaries for the coordination and implementation of strategies for the advancement of women. Although considerable progress has been made in the participation of women, many policies and programmes remain isolated from the main stream of national development, and the women do not play central roles in development.

To improve the situation of women, it is necessary that women's access to education, credit, water, etc. be increased. Furthermore, development models and programme planning and implementation with sexist bias are to be challenged. Women can no longer be regarded as passive beneficiaries. Their role as active, productive change agent must be recognized and emphasized. Their potential in identifying their own needs and priorities for planning their own activities should be harnessed. Real change, however, would require not an adaptation of the existing socio-economic structure, but a change in the structures themselves.

5. Youth in Asia and the Pacific

Luca Dall'Oglio

Future oriented studies in the area of Youth in the Asia-Pacific region are still poorly developed both in quantity and coverage. Barring few exceptions like Australia and Japan, studies on Youth in the developing countries of the region appear to be dominated by the concern and worries of the day rather than by visions of the future.

Some scholars, nevertheless, have indicated that the future socio-cultural environment of Asia will be influenced by a mixture of pre-industrial, industrial, and post-industrial elements. These heterogenous forces of socio-economic organization will give birth to a youth population which will be guided by a pluralistic value system. In such a multidimensional society of future, the youth is likely to get exposed to a large number of contradictions and diversity of societal values.

A relevant number of studies have focussed on the area of youth and the world of work, and on the consequences that growing unemployment may bring about. The parameters on which such analyses are based mainly consist of four elements:
(i) population growth, (ii) the economic performance,
(iii) technological changes, and (iv) attitudes towards work which derive mostly from the educational background of the youth.

This latter factor is considered as influencing the present contrast between expectations and job opportunities. The attitude of youth towards work is, however, an area which still need to be explored. In very general terms, following categories may be proposed in order to classify attitudes towards work: i) search for employment at whatever conditions are offered; ii) selective search for stable employment; iii) search for alternative form of work such as self-employment, cooperatives etc.; and iv) search for any employment opportunity that may enable the pursuit of personal development outside the working life.

Majority of studies conducted in the area of youth unemployment depict a gloomy situation if the present trends continue. The growth in population and the massive increase in workforce projected, coupled with the decline of the agricultural workforce and the continued influx to urban unorganized sectors are issues that are likely to be debated in the coming years. The influx of endless and growing numbers of young people into the labour market is compounded by illiteracy, inadequate training, underemployment, rural-urban migration and poverty.

Urban-rural migration projections reveal that young people are likely to be resident of urban areas in higher proportion than the total population. This feature that is already pronounced today will become more conspicuous in the coming years. By the year 2000, 53 per cent of the youth population is projected to live in urban areas against a proportion of 48 per cent for the world population of all ages combined. Asia will, however, continue to maintain most of its population living in rural areas.

Between now and the year 2000, the overall increase in the number of active young people will continue in most of the Asian countries. With the exception of East Asia, where the proportion of youth in the labour force will decrease to 19 per cent in 2000 from 30 per cent in 1985, in both Southern Asia and South East Asia the actual number of youth labour force is projected to increase. The most severe problems will affect the rural and less educated youth facing the dilemma of poorly paid wages in rural areas and the uncertainty of migration in the urban centres.

DISCUSSION RECORD

The discussion on environment was initiated by Dr Nay Htun of UNEP who mentioned about gradual loss of forests and farm lands, consequences of acid rain, depletion of ozone gas, and warming up of world environment with more production of carbon dioxide. He mentioned the need to bridge the gap between knowledge generated and knowledge utilized, to develop long term perspectives, to inject ethical dimension to environmental

concerns, and to reorient education and training so as to assign proper location in them to environmental issues.

The discussion focused on some of the recommendations of the Commission on environment. For example, some participants found it rather difficult to understand how the proposal for accelerated growth could be made alongside of a plea for the protection of environment. The role of multinational corporations in exporting pollution, and the consequences of armed race resulting in disasters such as Bhopal and Chenrobyl were mentioned in this regard. The concept of a sustainable growth and rational use of environment came up for review.

The paper on future of education was presented by a team of professionals at PROAP which highlighted the problems of continuing illiteracy, enrolments and dropouts, the need for relating education to the world of work, and seeing educational development in the total societal context. Some participants questioned the validity of correlation between GNP and literacy. Questions on methodology of statistical comparisons and possibilities of construction of regional scenarios were raised and discussed.

The presentation on communication scene in Asia was made by Dr Achal Mehra of AMIC. He expressed difficulties in constructing a regional scenario while admitting that such an exercise at national level is possible. He raised some questions about the methodology and the format for a regional exercise which were clarified by the UNESCO secretariat.

The paper on women presented by Dr Hema Goonatilake, CENWOR, analyzed the situation of women in various areas such as export-oriented economy, tourism, migration, culture and media, food industry, religion etc. She said that the UN Decade of Women can be seen as the decade of paradoxes and contradictions. While serious discussions and debates were held among scholars and specialists and various measures were taken by governmental and international organizations to advance the status of women, new forms of exploitation and discrimination have appeared. She observed the prevalence of religious fundamentalism and growing militarization in the region and warned its serious impact on women. At the same time, however, she viewed that some religious groups might be able to support the progressive people's movements for change towards equality.

She also expressed the concern about the impact of migration on family life and the socialization process of their children. The researcher also discussed the "cultural imperialism" which is penetrating throughout the developing countries in the region and its serious influence on women's consciousness which affects their values and attitudes.

Participants took up the issue of influence of religious fundamentalism and the role of progressive religious groups in the advancement of the status of women. One participant hinted at the contradictory forces surrounding contemporary women, namely increasing women's employment in the multinationals and export-oriented industries, and the revival of religions and the emergence of religious fundamentalism. The role of women as agent of change and development was also emphasized.

The presentation by Mr Luca Dall'Oglio, focused on the demographic aspect of Youth in future and on the issues on Youth employment. He said that since the target population group, youth in the Year 2000 is already born, demographic trends can be depicted and forecasting of other quantifiable items can be made with certain degree of accuracy. He also expressed the concerns about the youth in the multidimensional society of future where they would be exposed to various contradictions and diversity of societal values.

FOUR

THREADS TOGETHER : OVERVIEW OF DISCUSSION

The penultimate session of the seminar was dedicated to summarize the discussion of the previous days, to highlight major issues and to identify areas for further work.

The session was chaired by Dr Patricia Licuanan (Philippines). Dr Yogesh Atal, secretary to the seminar, was requested to offer a recapitulative summary which he extemporized. Below is presented a gist of his presentation.

There is a clear indication of a noticeable growth of literature on development and on future. A new trend of thinking about the future is emerging though the areas covered appear to be uneven both in terms of countries and topics. The studies presented indicated that there is a very differentiated and stratified pattern of development in the Asia-Pacific region. We followed, to begin with, the homogenization paradigm of development, which produced or perpetuated diversity, heterogeneity, and variety.

It is also clear from the presentations that while there is a sharing of common concerns, it has not led to a common approach or a shared methodology, in different countries. In thinking about tomorrow's society there is no singular future but plurality of futures. This implies at least two things. Firstly different countries will look different in the coming future; homogenization may not occur, though commonality of some features may continue to be a characteristic. Secondly, the kind of the plurality of futures that will emerge will depend on different visions of the futures. Different alternatives have been proposed by scholars and thinkers, and the leaders of society. There is a need to do a thorough stocktaking and an objective appraisal of these scenarios.

Despite the differences, however, there are some areas of common concern, primarily. The definitions of development are numerous and often mutually exclusive. Different societies use the idiom of development to signify different strategies and paths. Yet, there appears to be an agreement on the desirability of distributive justice, self-reliance, cultural identity, and eradication of illiteracy and of poverty. Likewise, there is an expression of worry and of despondence over the achievements of the past and a keen urge to carve out alternative ways to pursue development.

While development has been a common concern, so far the emphasis of development was mainly on our present, in other words, on "how to make the present better ?". The new concern on future that has been injected in the thinking -- or rethinking -- of development has slightly shifted the focus from the present to the future : "how to better the future, how to fashion a future of our liking ?".

This has given rise to a variety of ideological postures and even idiosyncratic viewpoints.

While rethinking development, the seminar raised several pertinent issues. They are enumerated below:

1. What does development mean ? Can there be a common definition, acceptable to all scholars and all countries ?

2. How should development be defined? Questions such as (i) Development for what purpose ? (ii) Development by whom ? are to be considered while formulating a definition. Different answers to these questions may lead to different perceptions of development.

3. How to measure development ? Is there a satisfactory way of saying that development has occurred ? It was emphasized that GNP is not an adequate indicator. We need to have some non-economic indicators to measure the success of any development action.

4. For development the international context will become increasingly more important. Whatever will happen within the context of a country will, in a larger measure, be governed and influenced by what is happening in its surroundings, both in the region and in the wider international global context. The developing countries have already started emphasizing the need for endogenous development in order to ensure that while they would continue to be a part of the international community, they would not lose their cultural identity and self-respect.

   The developed countries have a different kind of interest in development. They are interested in the development of the developing countries for their own self interests, both economic and military. Over the years they have shifted their strategy of "aid" to that of creation of "markets" to the internationalization of commerce. Similarly their military and economic interests are fusing together.

5. There is also a growing recognition of the cultural factors and indigenous traditions. They are no longer regarded as peripheral to development, and not necessarily an obstacle to progress and modernization. Any development strategy ought to incorporate these variables rather than use them to explain its own failure.

6. Scholars seem to agree that the development strategy must ensure a sustainable growth, a healthy and safe environment, and a central place for Man.

7. The new models of development need to be closely examined. Most of the solutions suggested to improve the situation fall into one of the four categories : (i) Reform by the book : following ideological prescriptions with complete disregard of the actually existing social reality; (ii) dichotomization and replacement of one polar type by the other -- dichotomies in vogue are tradition vs modernity, rural vs urban, capitalism vs socialism, religion vs secularism etc. (iii) piecemeal borrowing from the so-called "successful" cases which causes the crisis of lack of "fit"; (iv) clinical treatment vs a strategy of radical departure (revolutionization).

The Seminar decried the prevailing tendency to think sectorally and advocated for a holistic approach to the problems of development. However, even the word "holistic" is used in two senses of the term -- as "macro" approach at a broad societal level, and as an anthropological approach which suggests viewing a social system (either at micro or a macro level) in its totality, wholeness, covering all aspects of social life. It was strongly felt that there has already occurred a fossilization of alternatives. The major intellectual challenge of the times is to expand the range of available alternatives and to go beyond the limited shell of existing models and approaches.

Different scenarios exist in regard to Asia's future. Some of them are in the nature of quantifiable projections base on some dependable data some others are derived from ideological predispositions; and still others represent images of desirable futures. Along with different scenarios, there are also different methodologies used to investigate the future. The sources from which studies on future have emerged are also varied. One major source of future thinking is to be found in the governments' planning departments. Others derive from : newspapers articles as critical assessment of development strategies and recipes for future action, reports on seminars, unpublished and published researches in some selected fields largely in the area of economics and so on.

Most of the work carried out on future relates to areas such as economics, politics and administration, education, culture, science and technology, national integration and unification, resources and energy, and social welfare. The areas of particular target groups such as women and youth have received less coverage in terms of future forecasting; mostly are the writings of desperation on the condition of these groups.

For purpose of simplification, the scenarios presented could be classified into four categories: 1) *the Inevitable*, 2) *the Possible*, 3) the *Imponderable* and, 4) the *Desirable*.

1. *The Inevitable*

Some of the future patterns can be predicted today as they are inevitable. Every society, and the region as a whole, will have to tackle these and, therefore, there is a need to acknowledge them and plan an action accordingly.

The terrain of population provides some examples.

There is going to be increase in the total size of the region's population; this will affect the demographic composition of different population groups, as well as of countries. the area of education will similarly be affected. Despite all our efforts, illiteracy will still be with us by the year 2000 with about 600 million waiting to be literate. The percentage of illiterates may go down but the total quantum of illiterates would continue to rise. This implies that there would be continuing demand on the system of formal education; an accretion of additional structures is inevitable to cope with the rising demand. Alongside of it, there will be efforts to renovate and modernize existing structure to improve their delivery in anticipation of the likely accelerated demand. The need for life-long education, continuing education, and adult education will continue to be felt.

In the field of youth, projections are already available : children of today will be the youth of tomorrow. With greater degree of confidence, the size of the young population of future can be predicted. The strategy to meet the demands and aspirations of this group can be devised in more objective and realistic terms. About women, it is difficult to suggest the manner in which the profile would emerge. But certainly all the problems related to the status of women would not be resolved and the efforts to enhance their status will have to continue.

It must be said, however, that both youth and women are, technically speaking, *categories* and not *groups*; as such, they overlap wiht several other categories as well as classes. Only for analytical purposes, we can distinguish these two target groups, but for strategies of development perhaps we have to think in more holistic terms.

The other inevitable features are :

i) *Growing urbanization*, associated with a growing trend towards urban migration resulting in higher concentration of young population in the urban areas. Thus, a whole set of problems associated with urban migration and urbanization, such as dislocation of families, squatters and slums, crime and other forms of social deviation, will call for greater concern and attention.

ii) *Growing industrialization*, and increasing dependence of national economies on international market.

iii) *Continued exploitation of the environment*, due to urbanization and industriatization.

iv) *Information revolution*

v) *Growing scientism and growing fundamentalism*

2. *The Possible*

Two different sets of scenarios have been presented : a) the *optimistic* scenarios and b) the *pessimistic* scenarios.

The *optimistic* may include :

i) stabilization of the population growth rate at around 1 per cent,

ii) full literacy by the year 2000-2010,

iii) application of new technologies to solve energy and environment problems,

iv) establishment of New International Economic Order and New International Information Order, and

v) movement of countries in the direction of mixed economies with the introduction of open-door policy in socialist economies, and injection of concern for distributive justice in capitalist economies.

The *pessimistic* scenarios may include :

i) continuation of poverty,

ii) widening of disparities between countries, between regions within the country, between social groups and sexes,

iii) rising arms race and local and global conflicts,

iv) rise of religious fundamentalism,

v) rise of narrow parochial loyalties,

vi) high incidence of inter-ethnic tensions,

vii) further decline in women's status with the introduction of new technologies,

viii) growing unemployment particularly among youth and women as a result of labour saving technologies.

3. *The Imponderable*

The behaviour of nature, of governments, and of human beings may bring about unforeseen crises of all kind. These cannot be predicted. One good exaple from the past is that of oil crisis which was not due to geology but mainly due to polities.

4. *The Desirable*

These are largely guided by one's ideological predilections. Some opt for a revisionist model, to revive the past and search the future in the corridors of history; others suggest copying the "present" of another society as future of their own, or religiously accepting a prescription of an ideologue. There are still others who would like to paint their own version of a desired future.

The group, during the discussion, hinted at several areas for further work and comparative studies. These are :

i) Comparison of the manner in which development has taken place and is likely to shape the future in countries with different colonial past.

ii) Comparison of development experiences and future strategies being adopted between countries of different political regimes.

iii) Comparative studies on the consequences of "open door policies".

iv) Comparative studies on defence and development expenditures.

v) Comparative studies on different capitalist and socialist economies.

vi) Studies on the privatization of State assets.

vii) Comparative studies on the planning processes.

viii) Series of studies on variables that influence unemployment (e.g. higher education and unemployment, poverty and unemployment, relocation and evacuation of industries from developed countries to developing countries and itsconsequences on the labour market, robotization of industrial processes and unemployment, migration and unemployment.)

ix) Comparative studies on the linkages between Gross National Product and education at different levels and on relation between education and economic development.

x) Comparative studies on the role of media, including pressures towards "privatization" of channels of communication.

xi) Comparative studies on the status of women of different classes. Also of minorities.

xii) Comparative studies on the attitude of youth towards work and employment.

xiii) Role of groups such as the military, the students, the scholars in development.

xiv) The role of scientific and technological R & D in encouraging endogenous development.

xv) Problems of the aged and the elderly.

xvi) Impact of new technology on different population groups.

xvii) Studies on Man-Environment interactions.

A hope was expressed that in its future programming, UNESCO would keep these suggestions in view and promote work in these areas.

FIVE

CONCLUDING SESSION

The concluding session was chaired by Professor J.E. Jayasuriya (Sri Lanka).

The secretary of the Seminar, Dr Yogesh Atal, presented the Draft Report. The participants reviewed the text and suggested certain modifications. The secretariat was authorized to finalize the Report in the light of the discussions and the written communications received by it from the participants by 15th August 1987.

Upon the adoption of the Report with suggested changes and corrections, Dr Atal thanked the participants. He expressed the hope that the authors of the various papers will take immediate steps to revise and finalize their studies in the light of the discussions and comments made during the Seminar. He emphasised the need to ensure uniformity of presentation and to enhance comparability. As regards the various suggestions for future work made at the Seminar, he remarked that these suggestions should be brought to the notice of the scholarly community in each country so that those interested in studies related to development or future could consider these and adopt them in their research plans. Certainly, UNESCO would give them a serious consideration and try to incorporate them in the programmes and activities of the next biennium, as also in the Third Medium Term Plan of the Organization which is presently being formulated.

Dr Ngo Manh Lan, coordinator of the project on studies of development strategies took the floor to thank the research teams working on his project for their cooperation and commitment. He also expressed his gratitude to UNESCO for entrusting the work to him and hoped that research work in this area will receive further impetus in years to come.

Speaking on behalf of the Bureau of Studies and Programming, Dr Evgueni Roussakov conveyed his satisfaction over the achievements of the Seminar, particularly the high quality of intellectual debate and discussion. The full text of his speech is given in Appendix.

The meeting concluded with the remarks from the Chair.

APPENDICES

Appendix I

WELCOME REMARKS

John Beynon

Deputy Director PROAP
UNESCO, Bangkok

Let me welcome all of you on behalf of the UNESCO Principal Regional Office. I hope that those who have come from abroad had a pleasant journey. I also trust that our arrangements to have you met at the airport and brought to the hotel have been satisfactory. I do believe that there were no major inconveniences and you are comfortably lodged, and that you are well set for this week long dialogue.

This meeting has an air of informality. It is a seminar to discuss your work and exchange your views. You are here in your personal capacity. Being a research seminar, all are free to participate and contribute to the discussion. We will be requesting some of you to chair the different sessions, and serve as rapporteurs to assist the secretariat in preparing a report on the seminar.

We will begin by a brief orientation to this seminar, for which I will request my colleague Dr Yogesh Atal, Regional Adviser for Social and Human Sciences to take the floor. Following him, our Assistant Director-General, Dr Makaminan Makagiansar will deliver the Inaugural Address. We will then introduce ourselves, and break for tea. We will resume at 10:30 to begin our discussion.

Before I invite Dr Atal to speak, may I assure you that the facilities of this office are at your disposal. Please call us anytime you need our help. This office has a well-equipped reference library on the second floor. A selection of books, relevant to the theme of the present seminar, is displayed in the lobby. You may like to consult them, but please do not remove them. Publications of the Social and Human Science Unit are also displayed. Should you wish to acquire any of them, please ask our seminar office; they will be glad to provide complimentary copies.

INTRODUCTORY REMARKS

Yogesh Atal

Regional Adviser for
Social and Human Sciences
UNESCO Principal Regional Office for Asia and the Pacific
Bangkok

It is indeed a pleasure to welcome you all to this research seminar.

In the preceding months our Unit has been in correspondence with all the participants to pursue the progress of the different projects, and now we have the opportunity to be face-to-face, and to have multilateral dialogue between all those who are carrying out studies as part of UNESCO's Major Programme-I devoted to "Reflection on world Problems and Future Oriented Studies." UNESCO derives its guidelines for developing and planning its programmes and activities, *inter alia*, from such exercises.

For this region of Asia and the Pacific, work under this Major Programme is being conducted through three different projects. The first project relates to the review and analysis of development strategies pursued by the countries of South Asia, Southeast Asia, and East Asia, including People's Republic of China. All these studies, are coordinated by Professor Ngo Manh Lan, UNESCO consultant based in Paris. We are happy to have him with us for this seminar. We are also glad that two other colleagues -- Dr Pierre Weiss and Dr Evgueni Roussakov -- have been able to come from the headquarters to assist us. Our welcome to all of them. I would like them to carry back our greetings and felicitations to Dr Vu Cong, Director of the Bureau of Studies and Programming who is the moving spirit behind this set of activities. We are indeed grateful to him for his understanding, and for the excellent cooperation extended to us.

Two other projects, under the same programme have been decentralized to the Bangkok office, which are serviced by the Regional Unit for Social and Human Sciences. These projects relate to the review of the literature on the year 2000, one focusing on the national studies, and the other on the various regional scenarios. Thus, while the first project attempts to assess the achievements and failures of the past, the latter two take stock of the thinking regarding the future shape of Asian societies. Taken together, work on these projects constitutes a major exercise to portray Asia's recent past and outline its likely future.

Studies commissioned for these projects are at different stages of completion. This seminar is convened to bring together principal authors of the various studies so that they could report on their work and enrich their contribution from the discussions at this seminar.

Ideas flowing in from the different sources and with different perspectives at this seminar should generate debate and even disagreements. The aim in holding this seminar is not to arrive at a consensus, but to stimulate thinking. We do not rule out academic confrontation and dissensus. We hope to conclude with perhaps more questions, rather than satisfactory answers to any single question. A seminar is a place to disturb complacence and agitate the mind; it is a forum for promotion of debate and articulation of points of view, not a clinic to cure the ills and evils. This is a locutory for learning for us all. During these five days we will know what social sciences have contributed to our understanding of the past and to our assessment of future needs and demands. We will identify the gaps in our knowledge to set fresh priorities for research and reflection.

The timing of the seminar is important in many ways. We are just 150 months away from the day when we would enter the 21st century. As we approach that date, we reflect on our past and anticipate our future. We have crossed several milestones and registered enormous progress on several fronts. The present century also witnessed the horrors of two terrible world-wars, and a period of reconstruction and growing internationalization that followed the second World-War.

The period of post second World War is described both as a period of development and a period of decadence; a period of affluence and a period of depletion; a period of celebration and a period of despondence. What mankind has been able to achieve in such a short span of time is indeed remarkable, but where all this achievement may lead us is a matter of universal concern. It is this extrapolation into future that makes us gloomy. There has been a deluge of doomsday literature.

There are mixed reactions as regards the gains of development. Not only the grim prospects of future have contributed to the mood of despondence; the unanticipated and dysfunctional consequences of development affecting the present day lives of the vast majority of the world's population are equally responsible for a negative reaction.

The seminar is also timely from UNESCO's point of view. As some of you probably know, our Organization's Second Medium Term Plan will conclude in the year 1989. To guide its work for the next period of 6 years, that is from 1990 through 1995, UNESCO is already engaged in the formulation of its Third Medium term Plan. This regional review and the exercise to anticipate Asia's future should suggest region-specific needs in the areas of UNESCO's

competence, which must find their place in the future work of the Organization.

With nostalgia, I recall the seminar that UNESCO organized in this very hall way back in 1975 to review the development experience in Asia. As it happened, that was the very first activity that I handled after joining UNESCO, and it resulted in a publication titled *Asian Rethinking on Development*. Though the book is long out of print, the issues raised therein are very much with us even today. Commenting on the outcome of that Seminar, I had written then,

> [The] scholars are not only engaged in evaluating the past performance of the polity and the economy, but are also exhibiting a concern for the future -- a future that they would prefer for their respective societies. They are, thus, not preparing themselves for an uncertain future, or a future that they can predict but one they would not opt for; they wish to design the future and build the pathway to usher their society into it. Mere post mortems would not interest them; they are fascinated by the challenges that future offers to them. They do not wish to be coroners; they hope to be social engineers and cultural architects.

Scholarly activity in the interregnum showed accent on future. Many social scientists indulged in the palmistry of planet earth and made several predictions, some overly optimistic, others perversely pessimistic. Some devoted themselves to statistical exercises of extrapolation, others worked out different scenarios based on varied assumptions, and still others assumed the role of designers of desirable world. We have thus persuasive images of the desirable destination and realistic forecastings of a plausible future. There are scholars, on the one hand, who have addressed themselves to global crises and the future of the globe, and there are others who have focussed on the parochial precincts of their respective countries. There now exists a big repertoire of literature on future which needs to be systematised to derive guidelines for further work. Project 2 and 3, under Major Programme I, for this Region are aimed to accomplish this task. These have been initiated not with a view to proposing yet another set of scenarios for the future but to categorizing the existing predictions and proposals on the basis of the methodologies employed by them and the hypotheses and assumptions that inform them.

It should be clear that the problems that the world as a whole faces are not viewed with the same intensity by all the countries. Nor are the problems of a given country shared by all the rest. Given such a setting, the future of the world would consist of several futures of individual countries. The arrival of a jumbo jet, or even a concorde, on the world scene has not, and may not, result into the disappearance of a bullock cart from the earth's surface; computers will coexist with the conventional ink-pot and a pen; the shopkeeper vending electronic calculators in Hong Kong and Singapore still uses his abacus for counting numbers; knowledge explosion by itself has not been able to abolish illiteracy; modern medicine has not been able to prevent emergence of new and more dangerous diseases; the one-world is composed of many voices -- both loud and quiet. It is the futures, in plural, that we have to confront. It is unimportant whether these will be fashioned by us, or will willy-nilly descend on us.

This thought should make us sober and set us on the path of search for realistic images of the futures. It is for those futures awaiting our coming generations that we have to make preparations. Success of our strategies would depend upon the accuracy of our anticipations.

I share the view that local and national development cannot be assured by a single, replicative, global paradigm. Similarly, I see merit in the criticism that the gains of mankind's achievements are not equally distributed among all societies. A global profile of problems cannot be regarded as a problem profile of any individual country. Global problems are seen differently from different vantage points. The world seen from Asian eyes is not the same as seen from the eyes of the First or the Second world, or even from the eyes of another region also belonging, like Asia, to the so-called Third World. There is as much a need to see Asia in the World context as there is a need to see the world in the Asian context.

In thinking about future, we will, in my view, have to identify three different elements:

(i) those aspects which will continue to persist, but which may increase or decrease in quantitative terms. Population is a good example of this process. Only on July 11 this year, the world welcomed its 5 billioneth new member. That is already a past tense. Everyday, a population of the size of Maldives is added to the world population, meaning thereby that we have a Singapore every 10th day, a Bangkok every month, and a Pakistan every year. In 4500 days from now we will have the 6 billioneth child, which will represent tripling of the population in last 30 years. Even with all efforts to stem the growth, we face this prolificity and we must prepare to arrange for the burgeoning number housing, nursing, education,

employment, transport etc. This alone is an enormous task.

(ii) those changes that are inevitable, whether we like them or not. An example of this would be the advances in the field of science and technology.

(iii) the unanticipated arrivals, be they disasters, revolutionary upheavals, or unintended consequences of many of our efforts.

It is the different combinations of these three elements that would define the contours of future of a given society and the region. We have to develop our powers of prediction to foresee the future, to enable us to forestall the unwelcome, and to welcome the acceptable.

This seminar is an invitation for this intellectual exercise. It would take stock of how the future is anticipated and identify the actions that are required to prepare ourselves and the coming generations to enter it.

I am very pleased that our Assistant Director-General for Coordination of UNESCO's activities in the Asia-Pacific region, Dr Makaminan Makagiansar, is with us to inaugurate this important seminar. I do not know whether he remembers, I had approached him to participate in the 1975 seminar. At that time, Dr Makagiansar was Director-General of Higher education in Indonesia; his busy schedule prevented him from participation, much to my regret. I now feel amply compensated that at long last we could have him to lead the discussion at this seminar and that, too, as a Chief of this office. A social scientist of distinction, and as a leader of our team, Dr Makagiansar is an ideal choice to open this seminar. Having had the privilege of working with him, and knowing him, I cannot be wrong in my prediction that his speech will provide food for thought to all of us and set the trend for our discussion. We are eager to listen to him. Hence I must stop.

INAUGURAL SPEECH

Makaminan Makagiansar

Assistant Director-General
for Co-ordination of UNESCO Activities
in Asia and the Pacific
UNESCO, Bangkok

It is for me a very special pleasure , to welcome you to the UNESCO Principal Regional Office for Asia and the Pacific and to open this Regional Seminar on Perspectives on Asia's Future, on behalf of Mr Amadou Mahtar M'Bow, Director-General of UNESCO

Indeed the studies and research you have conducted on different future perspectives in the Asia-Pacific Region make you ideally suited for this exchange of ideas in the context of our reflection on World Problems and Future-oriented Studies. As you may know, UNESCO has, since 1984, been engaged in a programme of studies on world problems whose main function is to follow developments on the world scene and to see how the various problems confronting the world are perceived by different countries and by scholars of different persuasions.

The purpose of this meeting is to take stock of the situation regarding future developments in Asia in UNESCO's fields of competence and to reflect upon national development strategies to meet the challenges of the future. The aim, then, is to collect and compare ideas about both the present and the emerging world situation, taking account of the diversity of intellectual trends, responses specific to different cultures and, in so doing, to set UNESCO's priorities for further work more closely and clearly against the general background of world problems. Organized only a few months prior to the next General Conference of UNESCO later this year, this meeting is of special significance in drawing implications for future work and in contributing to the preparation of the Organization's Third Medium-Term Plan, covering the period from 1990 towards the year 1995.

I should like to mention that this exercise is the first of its kind organized by UNESCO in this region. This pooling of ideas about the perceived future of the world and of this region of Asia and the Pacific will hopefully be an important intellectual undertaking. The first stage had necessarily to be one of exploratory work. That is why we are here today to discuss the preliminary findings of your research, and to explore the different ways in which "images of future" are perceived in different countries and in different domains.

UNESCO, as an intellectual organization within the United Nations System and engaged in the promotion of education throughout the world, is vitally concerned with the shape of the future.

Much future research rely heavily on quantifiable processes and trends in technology, population, resource consumption and other economic factors. UNESCO's brief will be to integrate these with cultural and social change and to review their implications in the spheres of education, the soical and natural sciences, culture and communication. The findings of this project would hopefully enable UNESCO to inventorize scenarios of alternative futures from which lessons can be drawn which may serve as a viable basis for creating conditions favourable to human development and fostering cooperation between peoples.

To be sure, we have methodologies to predict the possible and the probable, and the ideologies to prescribe the desirable, but coming events can still defy us. We have, therefore, to prepare ourselves also for the uncertain future. In all these areas, scholarly work must be done. UNESCO provides the forum for such an exercise, and seeks your participation and guidance.

To increase our knowledge about the unknown, sophisticated methodological tools have been developed in recent years. From simple trend extrapolation methods, to scenario techniques and simulation modelling we have at our disposal a wide range of ways of anticipating our future. Unlike in the past, when people tried to control their destinies through the interrogation of oracles and the interpretation of natural events and constellations, today the search into future worlds is not limited to mere prediction of a future beyond our control but to understand our present actions and to reach consensus about our long-term goals. Yet, in this undertaking we need a creative exercise of our imagination. Significantly, two forecasting techniques used in future oriented studies are called the *Delphi* and the *Shang* methods. The name of the former refers to the site of a revered oracle in ancient Greece; the second derives its name from the oracles used by the Shang kings in ancient China.

Future studies, however are not concerned with prophecy. Statements about the future may be distinguished from "prophecies" which are also statement about the future but which are made under divine inspiration or supernatural influence. What makes future studies a scientifically accepted and systematic procedure is not only their capability to apprehend things more objectively than in the past, but the very exercise of forecasting and the consequent evaluation of alternatives.

This orientation which reintroduces elements of imagination, intuition, and creative thinking is, I believe, one of the most exciting and challenging exercises.

Various scenarios of the Future have been worked out. Some of these are pessimistic, others optimistic. The propagators of the doomsday theories have extrapolated the current trends and prophesied that, if they are not checked in time, the world is sure to head towards a major catastrophe, with polluted environs, over-crowded cities and denuded villages, depleted resources, and failing governments. The possibility of nuclear holocaust, as the Sword of Democles, hangs as a threat to our future; and once that happens, not merely all the fruits of our civilizations will be reduced to a debris but the regeneration of natural and human species will be severely hampered. The fortunate amongst us, who would survive, will have the enormous task of rebuilding a whole new world almost from a scratch.

While I do not deny this possibility, one should not forget that in the mental make-up of humans there are creative faculties such as wisdom and good sense. It is especially the educator's challenge to let these human qualities prevail so as not to allow mankind to be ushered into such an horrible scenario.

In our world of interdependence, the goals on which nations and peoples act assume crucial importance. If these are narrow and short-sighted, world problems will further aggravate international tensions and suffering. If, on the other hand, we succeed in creating knowledge about future options an important need of our societies will be met and new horizons may open out for promoting goals and actions that are appropriate to the present situation of mankind.

In the words of a prominent Asian scholar, Professor Rajni Kothari, solutions of world problems calls for an examination of the "dynamic interplay of problems and efforts to resolve them, in which plurality and universality are seen as two facets of the same phenomenon". In this context, the search for peace, development, and the transformation of the world must be considered on the basis of various alternative proposals conceived in a "truly holistic framework" of world problems. It took, however, a long time before such holistic and futuristic approach could be accepted by the academia. Fifteen years have passed by since the *Limits to Growth* was published. In spite of the fact that the economic "zero growth option" has largely been rejected, the final "global collapse" foreseen by its authors did not, and is not likely to, occur. Like the Malthus' grim scenario of widespread starvation such projections have failed. Today, nevertheless, the debate around the parameters considered in the *Limits to Growth* is more lively than ever.

In the meantime other "limits" have emerged besides those on which earlier studies have focussed. What seems to me of particular importance in today's future oriented approaches is this tendency to consider a larger number of variables. Socio-cultural parameters like communication, education, knowledge-production can no longer be kept aside from future perspectives. When these additional fundamental resources are taken into

account, many of the "physical" limits of earlier studies tend to loose their hegemonic priority. Other resources, other limits come unto the scene. These limits derive not only from our natural environment but from the insufficiencies of our socio-economic system to manage its human and natural resources.

Allow me to quote few figures *per se* giving a broad idea of the changes that will characterize our future societies. In terms of population size, the world has registered one billion people more since 1974 when the world population stood at 4 billion; in fact the 5 billionneth baby was born in Yugoslavia only two weeks ago. This addition is as great as the present day population of China. Asia's population is estimated at around 3 billion today or 63 per cent of the world total. This population is expected to reach 3.8 billion by the year 2000 -- a net increase of around 50 million per year. In the coming 13 years, before the turn of the century, the world population is projected to increase by 1.3 billion reaching 6.1 billion by the year 2000. The latest population projections indicate that the growth rate will decline more slowly in the future. The annual growth rate of world population rose from 1.8 per cent in the early 1950s to a peak of 2.06 per cent in 1965-1970, and is now projected to fall below 1 per cent by 2025, according to the medium variant projection by the United Nations.

The world population of about 2.5 billion in 1950 is projected to reach 8.2 billion in 2025. More important is the point that the geographical distribution of the world population will be drastically altered. In 1950 the population of the more developed region was about one-third of the entire population; in 2025, it will be reduced to a mere one-sixth. In other words, 83 per cent of the world population shall be living in what are now called less developed regions.

The vast population and the expected massive increases in the near future will exert additional pressure on society's capacity to cater to Youth's needs, particularly in the areas of education, health, housing and other services to mature their potential, and create employment opportunities for them to put their earned capabilities to work. In this regard, we should perhaps remember that today some 660 million illiterates are still found in Asia and the Pacific region.

This region is also characterized by the vast potential among the youth population, which will reach 600 million by the year 2000. Such a large population will require special attention, particularly from the point of view of training them for economically productive roles, and to instill in them a consciousness of their roles in society and the right attitude.

What then will be the quality of life of the coming generations? Will they experience the dramatic contraposition of wealth of our era? Or will they be able to exercise their ability to learn, communicate and fully develop their human potential?

The papers which have been prepared by the scholar - participants in the Seminar touch on many aspects as to the nature, development and organization of future life and society.

As we stand on the threshold of the 21st Century, it becomes evident that while the whole world will share some common concerns, and enjoy the fruits of scientific and technological revolution through which we are currently passing, the future scenarios will be different for different societies. And these "futures" may not necessarily correspond with the "futures" of our imagination today. We will, thus, have to prepare the next generation not merely to face what we know to be the certain future, we must develop and nurture in our children and young people the capacity to cope with the uncertain future. All UNESCO's fields of competence are called upon to provide the tools to the people to facilitate their adjustment with the new dynamism rather than succumbing to despair and disappointment.

What we need today, as intellectuals and educationists, is the ability to see the emerging trends, envision the likely scenario of the future, identify the transition we would have to make in the context of the mosaic complexities in society, locate the latent, hidden impact of education on other sectors and vice versa, and redesign our strategies so that we are not overtaken by surprises in an unprecedented way. This would call for a new role.

There is also a need to reorganize our research priorities in the field of education, science, technology and social and human sciences. The growing interdependence which is characteristic of the second half of the twentieth century has been accompanied by a heightening of contrasts and dichotomies. The reality of severe dichotomies of a variety of types becomes a characteristic that emerges out of all prognostications -- dichotomies of cultural discontinuities in the presence of new organizations of society for efficient production; dichotomies of knowledge explosion co-existing with illiteracy, or dichotomies of high technology which exist side-by-side with primeval production techniques increasing disparities as particular groups benefit rapidly from economic progress while others continue to remain condemned to poverty.

The range of dichotomous situations is as wide as its impact is pervasive. The notion of "coping with dichotomy" becomes extended into enormous proportions and into all aspects of planning for the future.

One of such dichotomies is the claim for cultural identity *vis a vis* uniformity on global scale of habits and artistic expressions, social usages, and life styles.

Communities that until few decades ago were able to live in relative ignorance of one another now increasingly find themselves in continual contacts. Countless communication networks have been established with growing use of the same techniques of production, management and organization, intense circulation of products and individuals, rapid development of tele-communications and proliferation of messages disseminated world-wide by the mass media. The logic of growing uniformity bears important consequences on diversity and since diversity allows cultural vitality springing from the fountains of each culture, the search for seeking a harmonious fusion between uniformity and diversity, between universalism and cultural specificity, requires to be intensified.

It is significantly reassuring to note a reawakening of distinctive characteristics, of cultural traditions deeply rooted in the history of Asian civilization. This claim for cultural identity is the manifestation of a demand for self-reliance in which each society continually re-creates itself, while welcoming, assimilating, and necessarily transforming contributions received from elsewhere.

Yet, the need to reaffirm and consolidate people's attachment to the essential roots of their culture and to the values that are specifically theirs is an extremely complex process. The main question is how, in what ways, in what forms and at what rate, specific characteristics can be developed in the general tendency towards the so-called "modernization" of Asian societies. How different forms of cultural expressions may integrate their contribution into the development process.

The assimilation of contributions from different societies and the sharing of resources and capacities among countries from within and outside the region is an historical imperative of our times. The central issue is : while promoting international exchanges of knowledge and experience, how to enhance nurturing of the capacity to create new knowledge, and not just make progress dependent on the acquisition and application of knowledge produced elsewhere. To achieve this, UNESCO endeavored, to encourage the establishment of a large number of international associations open to the scientific, educational, artistic, literary and philosophical communities of all the countries with the purpose of establishing a "pool of knowledge" shared on the basis of equality, mutuality, and genuine reciprocity.

Cultural policies, like education, communication and development policies of today, must be shaped in terms of the tomorrow. This challenge invites us all. UNESCO is entrusted with this task; it has always promoted, and will continue to promote, thinking and reflection on issues that confront the mankind. As such, all of us are to participate in this challenging task of building a desirable future for our children and for ourgrandchildren.

In so doing, our action must adhere to the spirit that inspired the founders of UNESCO, namely the building of peace. For without peace the human race faces the threat of total extinction. The hatred that fuels violence, the prejudice that leads to oppression, the ignorance that leads to discrimination, the ideas of superiority that lead to chauvinism, must all give way to a search for true knowledge and wisdom, that will lead to cooperation between nations, mutual respect among the various peoples and a sense of shared cultural heritage that will be magnificent in its diversity and inspiring in its unity. Based on the cultural identity of nations and societies, our action must also bring out the fundamental unity of mankind.

It is towards that vision of the future that I pledge UNESCO's work and I call upon all of you to dedicate yourself.

REGIONAL STUDY PROGRAMME WITHIN THE FRAMEWORK OF MAJOR PROGRAMME-I : GENERAL ORIENTATION

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1. Before setting out the guidelines of the Regional Study Programme for Latin America, Africa, Asia-Pacific, Europe, or Arab States, it would be fitting to recall the general inspiration underlying the activities implemented within the framework of Major Programme-I.

2. As you know, it was decided at the time of the adoption of UNESCO's Second Medium-Term Plan covering the period 1984-1989 to organize UNESCO's activities around fourteen Major Programmes. Five fundamental missions had been assigned by the Member-States to the Organization and the fourteen Major Programmes mentioned in the Second Medium-Term Plan were designed to carry them out.

3. Major Programme-I, entitled "Reflection on World Problems and Future-Oriented Studies" is, thus, intended to meet the requirements of the first of the five missions I have just mentioned. This mission is to contribute to "continuing reflection on current world problems so as to create a greater awareness of the community of the destiny which from now on unites individuals as it does peoples". In a more general way, Major Programme-I contributes to the work of intellectual cooperation assigned to UNESCO by its constitution. However, unlike the various national, regional, or international organizations involved in pure research activities, Major Programme-I was not conceived to be confined only to the field of reflection: in fact, it has another objective -- that of contributing to the planning process of the Organization's activities. In other words, Major Programme-I is not simply a *forum* which gathers the different currents of thought which exist in the various regions of the world, but it is also a *planning instrument*: the results of the research undertaken within the framework of this Major Programme are, in fact, intended for transmittal to the Member-States, thereby giving them intellectual material for the preparation of the Third Medium-Term Plan, which will begin in 1990, but whose drawing-up process will enter into an active phase at the beginning of the next year.

4. The Third Medium-Term Plan of UNESCO has to be prepared according to the following time-table: in January 1987, the Director-General sent a list of fourteen questions to the Member-States, as well as to the Associate Members, and to the international governmental and non-governmental organizations. This questionnaire, which has to be replied by January 1988 at the latest, contains several questions of a future-oriented nature; the Member States and the organizations consulted have thus been invited to give their opinion on the main problems and trends which, according to them, characterize the evolution foreseen between now and the year 2000 in the fields of education, the exact and natural sciences, the social and human sciences, as well as in the fields of culture and communication. The questionnaire also invites reflection on the way in which UNESCO should contribute to the solution of these problems. It is mainly on the basis of the results of this consultation that the process of preparing the Third Medium-Term Plan will begin, the end result of which will be the adoption of this Plan at the 25th session of the UNESCO General Conference at the end of 1989.

5. There is a clear connection between the activities of Major Programme-I and the planning process. Towards the end of the current year, a certain number of studies of a future-oriented nature which have been drawn up within the framework of Major Programme-I (but also within the framework of the other Major Programmes) will be sent to the Member States. These studies will bring elements of reflection useful for the Member States and organizations consulted, in particular to enable them to reply to questions 2 and 3 of the questionnaire which read :

"Question 1 : What, in your view, are the developments or changes that have occurred at the national, subregional, regional and international levels or in the global situation during the last few years which should be examined in the context of the preparation of the Third Medium-Term Plan, bearing in mind the analysis presented in the first part of the Medium-Term Plan for 1984-1989 (XC/4 Approved)?"

"Question 2 : What, in your opinion, are the main trends characterizing developments in the areas of education, the natural sciences, the social and human sciences, culture and communication, at the national, subregional, regional and international levels, and what problems do you foresee in these areas between now and the end of the century?"

Thus, in this planning perspective, the approach adopted by Major Programme-I, aims to *understand the present in the light of the most recent past so as to better anticipate the future.*

6. After having dealt with *the place of Major Programme-I* withing UNESCO's activities, it would be appropriate to examine throughly its specific problems, an issue that I briefly mentioned at the beginning of this presentation with reference to the first mission defined in the Second Medium-Term Plan, the carrying out of which is assigned to Major Programme-I. "To create a greater awareness of the common destiny which now unites individuals and peoples alike" is an objective derived from an established fact, that of the "world-wide scope" of human activities which is henceforth enlarged to encompass the whole planet. The main consequence of this process is the rising interdependence between nations, coummunities and groups, interdependences which is multidimensional cultural, economic, political or social. However, this should not hide the fact that these interdependences coexist in a conflicting way with breaking lines -- to make use of the expression mentioned in the Second Medium-Term Plan -- which furrow the world in different ways and are expressed by disparities, imbalances, antagonisms between countries or between groups and communities. But it is at a universal level that these problems should be tackled and solved, precisely because of the "world-wide scope" and interdependence of human activities.

7. Keeping in mind this dual context -- the "world-wide scope" of human activities and the necessity of finding common solutions to global problems of vital importance to mankind -- the three main functions of Major Programme-I have been thus defined:

   a) To contribute to a better knowledge of world problems, how they interrelate and how they are viewed, so as to make public authorities and world opinion better aware of the major problems on which everyone's future depends;

   b) to highlight, both worldwide and regionally, the emerging trends and changes that might occur in UNESCO's fields of competence up to the year 2000;

   c) to provoke, on the basis of the challenges thus identified, reflections on the contribution that UNESCO, within its fields of competence, could make to the solution of world problems.

8. To sum up, Major Programme-I has been conceived to fulfil three tasks: as an observatory of the international reality, as a forum of reflection and a "think tank" and, finally, as a planning instrument for the activities of the Organization. It is in this respect, as already mentioned, that this Major Programme is aimed at identifying emerging

trends as well as challenges and conceivable solutions to world problems in UNESCO's fields of competence.

9. After having recalled the general inspiration which underlies the whole activities of Major Programme-I, I shall now examine the one underlying its components, that is to say the *Regional Study Programme*. This Programme was conceived and executed in 1986. During the twenty-fourth session of the General Conference, it is proposed to strengthen the research centred on regions, which under the title "regional prospects", should constitute, in 1988-1989, one of the four programme actions of Major Programme-I.

10. This Research Programme is very recent and is designed to cover all the regions. It is currently implemented in Africa, Asia and the Pacific, Latin America, and Europe as well as in the Arab States. Other projects are currently being prepared.

11. Based on the perception and identification of the specific problems which the various regions are, and will be, facing in UNESCO's fields of competence, this Programme has for its ultimate goal the identification of proposals for solutions to these problems, such proposals emanating from the intellectual communities of these regions. This feature, as shown in the implementation of the activities of this Programme in liaison with the various regional offices, makes it possible to promote reflection based on the creation of local networks of teams of researchers by means of both inter-regional meetings and the publication of a *newsletter*, the first issue of which, to come out at the end of 1987, will enable each of the interested research teams to be kept informed of the entire range of activities of Major Programme-I.

12. Therefore, the strategy of this *Regional Study Programme* focuses on the perception of problems as shown in the regions by different cultures and currents of thoughts. World problems are reflected in each region in a particular way and therefore the adoption of a specific reflection should come first of all from local researchers.

13. The analysis of world problems as described in the "outline" elaborated by the Bureau of Studies and Programming, on the one hand, was based on an evaluation of the place given to education, science, culture and communication in development strategies, plans and policies implemented within a specific region and, on the other hand, on an *appreciation of the role* that, taking the general objectives of development into account, education, science and technology as well as culture and communication could be required to play around the year 2000 so as to contribute to development in optimal conditions. Emphasis should be placed on solutions to problems envisaged at the national

and regional levels and formulated by governmental and intergovernmental authorities, keeping in mind the different views and the alternative policies which are identified within the scientific and intellectual communities of the regions.

14. I should also like to say a few words about the dissemination of the results of the studies carried out within the framework of Major Programme-I. This is implemented by means of three publications: (i) a *biennial synoptic report* on the research; the 1984-1985 synoptic report was published in 1986 in French, English, Spanish and Russian, under the title "Perceptions and Analyses of World Problems"; it deals only with a selection of researches undertaken during the first biennial exercise; (ii) the *Notebooks of World Problems* (published in English and French) : the first work in this series was published in 1986 under the title "New Technologies and Development"; a second issue is being prepared; (iii) it is planned in the coming months, to start the publication of a series of working documents entitled "Studies and Documents of Major Programme I" which will make it possible to disseminate more quickly and at low cost (on micro-computer) the research already available within the framework of this Major Programme, in particular the programme on regional studies.

16. Finally, I should like to place this current meeting within the framework of the Regional Study Programme relating to the Asia-Pacific region. We are here facing three distinct projects the first of which is coordinated by Mr Ngo Manh-Lan, Professor and Director of the Development Department of the Institut des sciences mathematiques et economiques appliquees (ISMEA) in Paris. About ten research teams have been constituted which have produced nine studies for this meeting including the study on China carried out by the Institute of World Economy and international Politics of the Chinese Academy of Social Sciences (Beijing). The other two projects have been implemented under the responsibility of Dr Yogeah Atal, Regional Adviser for Social and Human Sciences in Asia and the Pacific. They concentrate, on one hand, on specific future-oriented themes (Communication, Science and Technology, Women, Education, Culture and Environment), and, on the other hand, on the prospective literature existing in each of the states of the region.

I should like the debates of the coming days, to be centred on two themes: 1) the highlighting of problems common to all the states of the region up to the year 2000; 2) the formulation of the relevant challenges within UNESCO's fields of competence. From this double approach can be devised a subsequent stage for research covering the Asia-Pacific region.

COUNTRY REVIEWS OF DEVELOPMENT EXPERIENCES : AN OVERVIEW BY THE PROJECT COORDINATOR *

*Ngo Manh-Lan***

It is necessary to look critically once again not only into the most influential development theories underlying the making of development strategies and policies, but also to investigate strategies, policies, and development plans as effectively implemented by the countries in the region for the last 10 to 15 years, when high rates of economic growth were the main characteristic of the Asia-Pacific region, which fostered structural changes. Their significance cannot be overlooked in the context of the relationship of the region with the world economy. So far, the interlinkages and interactions between development strategies, policies and plans and education, science and technology, culture and communication have not been properly and comprehensively scrutinized. The reason for this is to be found in the purely economic approach, which was prevalent among academic and intellectual communities upto the beginnings of the 1980s when the fundamental contradictions erupted in the apparently most advanced and industrialized among the developing countries, with the slackening of economic growth rates, rising unemployment, uncontrollable rural migration and savage urbanization, ever-growing indebtedness, increasing social contradictions among the rich and the poor in urban and rural areas, concentration of wealth and widespread social inequalities, and violation of people's liberty and human rights.

To what extent the growth-oriented strategies, patterned on the Western models of development, have shaped Asian societies, particularly in the fields of education, science and technology, culture and communication? What is the nature of successes and failures? From the mismatch of objectives, as explicitly stated in macro-economic strategies and sectoral policies and plans, and actual achievements, where lie the lingering contradictions and the hidden and/or obvious stumbling-blocks? What are the issues and challenges for the future as come out from the objective and

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* Opinions and views expressed in this statement are those of the author and do not necessarily represent the official views of UNESCO.

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scientific investigation and analysis based on reliable primary, and secondary sources, including the quantitative and statistical evidence available? what would be the direction and/or reorientation for the near future, e.g., from present to the year 2000?

The proposed exercise is challenging and implies multidisciplinary competence, since the implications of economic strategies on education and culture, for instance, are of high complexity involving historical legacy and values, social classes, ethnic communities, customs and habits, institutions, etc. It does shed light, however, on the structural unevenness and distortion in the making and functioning of society, in the social reproduction. The methodology cannot be but historical, holistic and comprehensive by keeping in mind the intricate relationships between economic, social and cultural components of *development* strategies.

A relatively small number of highly qualified researchers were mobilized for the purpose. These researchers are economists, political scientists, sociologists, social scientists, and, for the team in India, a well-known physicist having held prominent responsibility in policy-making in education, especially as vice-chairman of the university Grants Commission. They all have in common a critically oriented mind, a long time academic experience, and have on record a number of important works. More important for meaningful and coherent research, they form together a cohesive team espousing the same values and ideals they share with UNESCO, as expressed in *El Mundo en Devenir* and by the Director-General of UNESCO, in his book *Aux Sources du Futur*.

The critical surveys of development strategies, policies, and plans and their implications for, as well as interactions with the fields of competence of UNESCO, covered, for this phase of Project, eleven countries : Sri Lanka, Pakistan, India, Bangladesh, Thailand, Malaysia, Singapore, The Philippines, Indonesia, Republic of Korea, and Japan. The team in Indonesia, based at the well-known institute in Jakarta, called LP3ES (Institute for Social and Economic Research), did not succeed in completing its assignment, which indicates how complex was the exercise. An enlarged team has been formed which will carry on the assignment to fruition, especially the part dealing with economic strategies and policies across the *Repelitas* (plans). Besides those case-studies, a purely theoretical and abstract exercise has been attempted and has provided important insights into the irrelevance and/or shortcomings of conventional and mainstream development theories, which points to the need for the making of new paradigms and development theories of universal value for the advanced industrialized countries as well as for the developing countries. While concreteness is confused with sheer empiricism, pragmatism, and shortsightedness, as is fashionable nowadays, the need for theoretical research is to be highlighted to remind that without the guidance of theory, action can be only blind.

As a result, the project produced, within a short period of 8 months (from November 1986 to June 1987), around 1000 pages which will be edited and, hopefully, published in due course.

Following as a brief overview of the findings and insights of the various studies.

I. *The outward-oriented strategy in the world economy.*

1.1 All the market-oriented economy countries covered by the project, with the exception of India, have embarked on the path of outward-oriented strategy of development. The main push and thrust towards such a direction were taken in the beginnings of the 1970s. All the studies demonstrate that the limits of outward-oriented economic strategy have been reached. The political, social, and cultural structures that were built up for sustaining the moves towards exports in condition of stiff international competitiveness, have shaken the social fabric and eroded centuries-old values and beliefs, and have encroached on the highly priced spiritual and moral ethics. Consequently, at the world level, the crisis of international subcontracting has gone deeper; since the beginnings of the 1980s, the legitimacy of such Western-oriented models of development is being questioned. The tremendous success of Japan's economy, from which the "Look East" motto had sprung up as a new "take-off" for development, has lost its attractiveness among the people, with the economy being vulnerable to external shocks and world recessions. Glaring disparities in income distribution, harsh working conditions, patience and resignation, renouncements and sacrifices if any, which are the characteristics of Asian values and ethos, have nurtured the sense of loss in human dignity, autonomy and sovereignty, paving the way for the need of change in the "order of things", in other words, in the mastery of one's destiny. Such reactions in the aftermath of silent and cold-blooded revolts against social injustice, fraud, corruption and plunder, are to be traced back to the making of human beings and societies in the history of Asia. We are living the beginnings of a new turn-about in Asian history for which dignity, democracy and liberty will be the key words for any makings of development strategies and policies.

1.2 The self-reliance concept has been enriched with new experiences and new meanings. The emphasis on its cultural and ethical dimensions has moved the content away from economic biases in quantitative terms, in other words, development should be for everyman and all men (*El Mundo en*

Devenir) in quality of life and social justice. Alongside the deep-going structural changes in the world economy and the international division of labour, self-reliance also means equal share of opportunities in the fruits of mankind's creativity, especially in the fields of science and technology. For such partnerships on the international settings on the move, one issue has come out as the most crucial, which is the urgency of restructuring the internal order within each nation, industrially, culturally, socially and politically. A transition strategy would be necessary, as implied in the studies, not for the sake of severing linkages, of "de-linking", but for overcoming dependency relationships in all the fields of development, and for *a creative process* of reconstructing new qualitative linkages with the outside world, based on the country's planned perspective of self-reliance and national independence. National people-oriented multifaceted development, based on the dynamic equilibrium of economy and the narrowing of class differentiations in patterns of income distribution, should substitute for the technical dilemma between import-substitution and export-promotion strategies that have characterized four decades of international development strategy.

II. *The issue of national unity as condition for peace*

2.1 All Asian countries have thousands of years of history and civilization. The process of nation-building was an extremely complex one involving diverse ethnic components with their own culture and habits. Many countries are wrought with inter-ethnic strains, strides and conflicts. The goal of national unity is basic, as analyzed carefully and rigorously in one of the studies. Economic strategies and policies should not, therefore, disregard the increasing merger of ethnic and class cleavages, each having its own dynamics and social specificity. As a result of colonial domination and its policy of "divide and rule", the ethnicity issue will stay there for a long time in the whole process of nation-building. The continuous impact of foreign influence and interference on such a process cannot be overlooked, since the mainstream modernization and catch-up theories have exerted their toll on ethnic and class issues, deepening cleavages and class differentiations along ethnicity lines, although the complexity of ethnic and class mix-ups, as outcomes of economic development, has created new dynamics and patterns of conflicts and compromises.

2.2 Cost-benefit considerations, individualism, and hedonism, which are salient features of westernized market-oriented civilization, have aggravated the situation by eroding and disrupting the sense of community and "togetherness" of Asian civilization. To quote from a study : "there are moments when one is solitary in jointness and again there are moments when one feels the communion of the world in one's loneliness". As implied in the studies touching upon such an issue, the solution for ethnicity conflicts should be based on the creative synthesis of diverse cultures and identities and on the recuperation of community values. The outward-oriented strategy for economic development is, to say the least, biased against such an approach.

III. *The issue of rising unemployment among graduates in education*

Undoubtedly, sweeping changes and impressive strides have occurred in Asian countries for the last fifteen years, especially in the so-called newly industrializing countries. But this general phenomenon can be seen in most of the Third World countries. This situation is due to the common patterns of industrialization they had gone through, under the aegis of powerful international institutions and organizations. For a long time, wage differentials and social mobility were the incentives for rich and poor alike to strive to move up the ladder in the educational system. While the expansion of the educational systems provided business corporations with low-skilled and cheap labour abundantly available, structural and sectoral changes in the economy spurt by the rhythm and pace of the outward-oriented industrialization process, required the recruitment of higher skilled labour force through vocational schools and/or secondary ones. There is not necessarily, and in all cases, direct linkage between education and employment and economic opportunities. The search for social status and, subsequently, for social mobility, is the primary motive for higher education. A reserve army of labour force was thus constituted without heavy investment costs for business corporations and the State. Low-cost and relatively skilled labour was available by private savings from households and families sending their children to private schools at the cost of much sacrifice. Such a situation disadvantaged the poor, especially in rural areas, and has accounted partly for migration from rural areas to the city centers. Inequality in education has increased therefrom, although the rate of schooling in secondary and higher education was impressive. Excess supply of graduates in some countries upto more than 60% of the total, has aggravated unemployment when opportunity for jobs has become scarce with uncertainties and fluctuations in investment and growth.

IV. *The issue of the low level of science and technology*

4.1 No lack of knowledge in the field of technology transfers can justify, less legitimize, misguiding policies in science and technology in the process of socio-economic development. As stated in one of the studies, many scientists still think that free scientific inquiry would be impeded if social objectives were to be taken into consideration. This is not as yet a prejudice of the past, since such perception has been for the last fifteen years reinforced by scientism and economism combined. Applied scientific and technical research was, and is, still the focus to the detriment of basic and fundamental research, as can be testified by the current level of expenditure on Research and Development as percentage to Gross National Produce. I cannot do better than to quote a passage from the Scientific Policy Resolution adopted by the Indian Parliament in 1958 : "Science has developed at an ever-increasing pace since the beginning of the century, so that the gap between the advanced and backward countries has widened more and more. It is only by adopting the most vigorous measures and by putting forward our utmost effort into the development of science that we can bridge the gap". As rightly emphasized in one of the studies, "one finds a fairly rapid expansion of education, scientific research and technological development, but not a channellization of this development to clearly spell out socio-economic objectives." This holds true for all the market-oriented economy countries with their dependent socio-economic structures and vested interests impeding the building of genuine scientific capacity for economic, social, and cultural development.

4.2 The gap between natural and social sciences remains wide. It has to do, however, with the way the educational systems have been shaped at the secondary and tertiary levels where young are not inculcated with a critical, scientific approach to reality, and thus preventing the spread of scientific culture.

4.3 Over-reliance on technology abroad, foreign aid, and on direct foreign investments, leads to science and technology policies which run counter to building and strengthening national capacity for scientific research. The issue of technology transfers remains, since the rhythm and pace of scientific and technological advancement have accelerated tremendously with technology becoming obsolete much faster than before in the field of high technology.

V. *The issue of democratic mass communication*

5.1 The potential of press information for the people has been corseted, in most of the countries, into prohibitions, censorhips, and strict regulations. The demand for press and information freedom has been urged strongly with the expansion of mass education.

5.2 The use of highly sophisticated mass communications through satellites and short-waves, would be diverted from the purpose of serving people and mankind in conditions of State coercion and lack of freedom and liberties. It will enlarge the gap in knowledge and culture among the people and will strengthen the bias in favour of a minority of privileged, business corporations, foreign companies, and the ruling elites. Progress in mass communications is linked to the free choice of development values and development models and strategies.

FAREWELL REMARKS

Evgueni Roussakov

Programme Specialist
Bureau of Studies and Programming
UNESCO, Paris

For this closing session allow me to address to you as one of your colleagues; before joining UNESCO, I taught international economics and history of economic theories at the University of Moscow for 25 years. Meeting such a group of eminent scholars and researchers, and listening to your discussion on the future of the region was very illuminating experience, indeed.

I say this with all gratitude. Allow me to convey to you briefly some of my thoughts and comments on this seminar.

First, there is no doubt that all the studies and presentations made here are of great relevance to the burning issues of the present world problematique. They help clarify and better understand some principal trends of regional development and their linkage with global trends.

Two weeks ago, I attended a similar seminar in Dakar, Senegal, organized also as part of UNESCO's Major Programme One. The two regional seminars have put emphasis on different priorities and dimensions of development and underdevelopment. This points to the relevance of UNESCO's approach to identify problems and issues common to different regions, as also regional characteristics and specificities. This does not mean, however, that the global and world approach is undermined and that issues and challenges, as well as general development trends at the international level are not to be considered.

On behalf of the Director of UNESCO's Bureau of Studies and programming, Dr Vu Cong, may I sincerely convey to all the participants and observers of this seminar warmest thanks for their invaluable contribution to what has become very much a UNESCO collective exercise and work. Our gratitude is deep toward Dr Makagiansar, the Assistant Director-General for Coordination of UNESCO's Activities in Asia and the Pacific, who provided us the honour of his advice and wisdom in his excellent inaugural speech.

On behalf of the Bureau of Studies and Programming, I acknowledge gratefully Dr Atal's organizational abilities which made this seminar one of the most pleasant ones. The discipline with which the agenda was respected has added to the efficiency of this seminar.

Once again, thank you and I wish all good work and safe journey back home.

Appendix II

AGENDA

Item 1.	Opening of the Meeting
Item 2.	Review of Development Strategies : Country Case Studies
Item 3.	Country Scenarios of Future
Item 4.	Regional Scenarios of Future (Education, Women and Youth, Environment, Communication)
Item 5.	General Discussion
Item 6.	Suggestions for Future Work
Item 7.	Adoption of the Report
Item 8.	Closure of the Meeting

Appendix III

PROGRAMME OF THE MEETING

Monday, 20 July 1987

9:00 - 10:00	Opening Session 1. Welcome Remarks Mr. John Beynon Deputy Director PROAP 2. Introduction to the Seminar Dr Yogesh Atal Regional Adviser SHS/PROAP 3. Inaugural Address Dr Makaminan Makagiansar Assistant Director-General for Coordination of UNESCO Activities in Asia and the Pacific, and Director PROAP 4. Introduction of Participants
10:00 - 10:30	Tea break
10:30 - 10:45	- Presentation of Major Programme I Dr Pierre Weiss BEP, UNESCO Paris - Introduction to Projects on Development experiences Dr Ngo Manh Lan Project Coordinator
10:45 - 13:00	Review of Development Strategies : South Asia Chairperson: Dr Hema Goonatilake Rapporteur : Dr Achal Mehra Papers by : Dr Arun Bose Dr Rais Ahmed
13:00 - 14:30	Lunch Break

14:30 - 17:00 Review of Development Strategies : Southeast Asia (Malaysia, Philippines)
Chairman : Dr Sung-chick Hong
Rapporteur : Dr J.E. Jayasuriya
Papers by : Dr Syed Husin Ali
Dr Vivencio R. Jose

19:30 - Dinner hosted by Dr M. Makagiansar, ADG/PROAP at Hilton International Hotel

Tuesday, 21 July 1987

9:00 - 12:00 Review of Development Strategies : East Asia (China, Japan, Republic of Korea)
Chairman : Dr Iqbal Narain
Rapporteur : Dr Syed Husin Ali
Papers by : Mr. Luo Zhao-Hong and Mr. Shi Min
Ms Yoko Kitizawa
Dr See-Jae Lee

12:00 - 14:00 Lunch

14:00 - 17:00 Discussion on Issues Emerging from Previous Sessions
Chairman : Dr Iqbal Narain
Rapporteur : Dr Syed Husin Ali

Wednesday, 22 July 1987

9:00 - 12:00 Country Scenarios of Future
Chairman : Dr Vivencio R. Jose
Rapporteur : Ms Yoko Kitazawa
Papers by : Dr Trevor Barr (Australia)
Dr Iqbal Narain (India)
Dr Patricia Licuanan (Philippines)
Dr Sung-chick Hong (Republic of Korea)
Dr J.E. Jayasuriya (Sri Lanka)
Dr Pasuk Phongpaidit (Thailand)

Perspectives on Asia's future

12:00 - 14:00	Lunch
14:00 - 17:00	Regional Scenarios of Future Chairman : Dr Trevor Barr Rapporteur : Dr Arun Bose Presentations Dr Nay Htun : Environment (UNEP) Dr Achal Mehra : Communication (AMIC) Dr Hema Goonatilake : Women (CENWOR) Dr L. De la Cruz : Education (PROAP) Mr. Luca Dall'Oglio : Youth (PROAP)

Thursday, 23 July 1987

9:00 - 12:00	General Discussion and Suggestions for Future Work Chairman : Dr Patricia Licuanan Rapporteur : Dr Rais Ahmed
Afternoon	Free

Friday, 24 July 1987

10:00 - 12:00	Adoption of Report and Closing Chairman : Dr J.E. Jayasuriya

Appendix IV

LIST OF PARTICIPANTS

A. PARTICIPANTS :

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